A Whole-School Approach to Safety and Belonging

Preventing Violence and Bullying

Building for the Future

106-01422/

Manitoba

Education, Citizenship and Youth

School Programs Division

Program and Student Services
206–1181 Portage Avenue
Winnipeg MB R3G 0T3

PH: (204) 945-7907
FAX: (204) 945-7914

November 2005

TO: Superintendents of Education
Chairs of School Boards
Student Services Administrators
Principals of Schools (Kindergarten to Senior 4)
School Counsellors or Resource/Special Education Teachers (Kindergarten to Senior 4 Schools)
Presidents of Advisory Councils for School Leadership/Parent Councils (Kindergarten to Senior 4 Schools)
First Nations Education Authorities

Dear Colleagues:

RE: *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying*

Manitoba Education, Citizenship and Youth is pleased to present *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying*. This document provides a framework for educators working towards safe and caring school climates to prevent the occurrence of violence and bullying.

This support document includes the following components:

- **Preamble**—highlights Manitoba's philosophy of inclusion and guiding principles.
- **Introduction**—provides an overview of the document, identifying its purpose and intended audience and defining terms used throughout the resource.
- **Inclusive Planning for Safety and Belonging**—addresses the concept of safety and belonging in the context of a positive school climate for all.
- **Whole-School Planning for Safety and Belonging**—outlines a seven-step process for including students, staff, and parents in developing a whole-school commitment to safety and belonging:
  - — Step 1: Establish a planning team.
  - — Step 2: Involve parents.
  - — Step 3: Involve students.
  - — Step 4: Create a school pledge.
  - — Step 5: Build a supervision plan.
  - — Step 6: Develop a response plan.
  - — Step 7: Implement and monitor the school plan.
- **Resources**—offers resources for teachers and parents, including
  - — information and resources to prevent violence and bullying, to assist with restitution-based interventions, and to address Internet safety
  - — activity suggestions for the classroom, for Parent Advisory Council meetings, and for implementing the school plan
  - — samples, such as a student survey, a letter to parents, and an incident report
  - — additional sources of information, including supportive classroom and electronic resources
- **References**—cites references used in the development of the document.

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A limited number of additional copies of the document are available until December 30, 2005, from:

Brenda Henderson
Administrative Assistant
Program and Student Services Branch
E140 - 1970 Ness Avenue
Winnipeg MB R3J 0Y9
Telephone: 204-945-5686
Toll Free: 1-800-282-8069, extension 5686
Fax: 204-945-8843
Email: Bhenderson@gov.mb.ca

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This document is also available online on Manitoba Education, Citizenship and Youth's website at: <http://www.edu.gov.mb.ca/ks4/specedu/documents.html>.

Please send any extra copies of *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying* to your school division office for redistribution to schools that require additional copies. Alternatively, please contact Brenda Henderson regarding any extra copies and she will arrange for their return to Manitoba Education, Citizenship and Youth.

Inquiries related to the content of this document may be referred to:

Lorna Martin
Program Consultant
Program and Student Services Branch
E140 - 1970 Ness Avenue
Winnipeg MB R3J 0Y9
Telephone: 204-945-7964
Toll Free: 1-800-282-8069, extension 7964
Fax: 204-945-8843
Email: Lormartin@gov.mb.ca

We hope that you find *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying* to be a useful resource. We welcome your comments and invite you to complete the attached feedback form. Please return it to my attention (fax: 204-945-7914).

Sincerely,

Carol-Anne Browning
Director
Program and Student Services Branch

Enclosure

c. Joanna Blais, Coordinator
Brenda Henderson, Administrative Assistant
Denis Labossiere, Acting Chief Operating Officer, Manitoba Text Book Bureau
Lorna Martin, Program Consultant

A WHOLE-SCHOOL APPROACH TO SAFETY AND BELONGING

Preventing Violence and Bullying

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PREAMBLE

Philosophy of Inclusion

Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people.

> *Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.*
>
> *In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.*

This philosophy of inclusion, adopted by the Department in 2001, is integral to *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying*.

Guiding Principles

A School-Wide Approach to Safety and Belonging

A school-wide approach to safety and belonging sends a strong message to all individuals in the school community. An ongoing collaborative process that encourages a safe and caring climate addresses concerns related to harmful behaviours, including bullying, violence, threat, intimidation, and harassment. The process involves planning for and monitoring of change.

- **Team planning:** School-based team planning allows individual schools to respond to the unique needs and strengths of the communities they serve. Team planning for safety and belonging contributes to a well-rounded examination of school priorities that link together the continuous planning process for classrooms, student support services, policies and procedures, and the annual school plan. The steps described in *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying* align with the school-based planning and reporting framework currently in use in Manitoba schools.
- **Follow-up planning:** Once the school-wide plan for safety and belonging has been completed and implementation has begun, schools begin follow-up planning by monitoring, adjusting, evaluating, and communicating results.

Safe Schools Charter

Under the Safe Schools Charter (Bill 30) approach (initiated in June 2004), Manitoba schools work with advisory groups to develop codes of conduct for students and staff, prepare emergency response plans for their schools, and review the information regularly to ensure that it is appropriate and current.

The charter requires that all schools in Manitoba individually develop and implement both codes of conduct and emergency response plans in consultation with safe schools advisory committees:

- **Codes of conduct** address topics such as
  - physical, sexual, and psychological abuse
  - discrimination
  - bullying
  - use and possession of alcohol and drugs
  - prohibition of gang involvement and possession of weapons
- **Emergency response plans** include information on
  - controlling visitor access to school sites
  - responding to threats of weapons on the school property
  - dealing with emergencies such as chemical spills or threats to life and property

The charter requirements address essential expectations that support safe school environments in all schools across the province, while giving school boards the flexibility to tailor their plans to their own local needs.

INTRODUCTION

Overview

Background

A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying acknowledges and supports the complex collaborative work of addressing an increasingly violent society and its impact on the school system.

Purpose of This Resource

"Students and teachers need a safe, caring environment that fosters and maintains respectful and responsible behaviours."
—Peter Bjornson, Minister, Education, Citizenship and Youth (Manitoba News Media Services)

The purpose of this document is to promote a positive approach to safety and belonging that aligns with school planning systems already in use in Manitoba schools. School planning teams interested in a school-wide approach to preventing, intervening in, and responding to violence and bullying will find helpful suggestions in this resource. The suggestions for a safety and belonging approach are flexible so that schools may address issues unique to their populations and contexts.

A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying uses a seven-step process to address issues related to violence, bullying, intimidation, and harassment by promoting a safe school climate. Additional resources and references are provided at the end of the document.

Terms Used in This Document

The following terms are used in this resource:

- **Belonging:** a sense of inclusion where one feels accepted, valued, and like a contributing member of a larger group.
- **Bullying:** "a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance" (Olweus, *Bullying at School* 9).
- **Electronic bullying (also referred to as cyber bullying):** sending or posting harmful email or threatening text, images, or messages using email, digital phone cameras, websites, chat rooms, or instant messaging.
- **Harassment:** a persistent act or comment that is hurtful, degrading, humiliating, or offensive. Because it is repeated over time, harassment can be a form of bullying.
- **Intimidation:** exerting control over another by instilling fear through words or actions. When repeated over time, intimidation is a form of bullying.
- **Ostracism:** exerting control over another by purposely excluding him or her through words or actions. When repeated over time, ostracism is a form of bullying.
- **Safety:** a sense of security and well-being, including reasonable and equal empowerment among peers.
- **Violence:** aggressive, hurtful behaviour directed at objects, animals, people, or self.

INCLUSIVE PLANNING FOR SAFETY AND BELONGING

Safety and Belonging for All

A whole-school approach to safety and belonging requires a conscious effort to meet the needs of all students in all educational environments. This is particularly important in terms of appropriate responses to negative or hurtful behaviours.

A Positive School Climate

A positive school climate is achieved when schools adopt a way of thinking and acting that allows individuals to feel accepted, valued, and safe. It is the first step in building a whole-school approach to safety and belonging.

A positive school climate exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with the school: students, staff, parents,* and the community. It is the belief system or culture that underlies the day-to-day operation of a school.

Collectively and individually, a positive school climate can have a major impact on the success of all students in the school. Research (Howard, Howell, and Brainard) has consistently shown a link between positive school climate and other important measurements of school success, including

- academic achievement
- high morale
- staff productivity
- effective management

Factors Contributing to a Positive School Climate

General factors that help build a positive school climate include

- curriculum, activities, and policies
- process-oriented teaching and differentiated instruction that address student-specific needs, various learning styles, problem solving, collaboration, and communication
- resources, materials, and school facilities

Research has identified specific key factors that contribute to creating a positive school climate for students, staff, and the community (Howard, Howell, and Brainard 6-8):

- **continuous growth:** experiencing academic and social growth.
- **respect:** having high self-esteem and being considerate of others.
- **trust:** having confidence that people can be counted on.
- **high morale:** feeling good about being there.
- **cohesiveness:** experiencing a sense of belonging.

* In this document, the term "parents" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.

- **opportunities for input:** being able to contribute ideas and participate.
- **renewal:** being open to change and improvement.
- **caring:** feeling that others are concerned about them.

Writers and researchers continue to add other components to the list of factors required for a positive school climate. The following chart summarizes these factors within three broad areas: the social/emotional environment, the learning environment, and the physical environment.

Key Factors Contributing to a Positive School Climate

The Social/Emotional Environment	The Learning Environment	The Physical Environment
• All students are accepted and welcomed. • Staff model positive behaviour. • All students and staff are treated with respect and dignity. • Individual differences in students and staff are respected. • Parents and community members are welcomed in the school. • Parents are meaningfully involved in the school. • Wellness is fostered in all students. • Responsibility is developed in all students. • All students feel accepted and welcomed. • Differences in culture, race, religion, and ethnicity are recognized and appreciated. • All students are actively involved in school activities. • The school has a vision and a mission statement. • The school has introduced measures to ensure it is safe and caring. • Staff have developed programs and initiatives to ensure all students feel they belong. • Emergency procedures are in place to ensure a safe and secure school.	• High and appropriate expectations are in place for all students. • Learning is perceived as interesting, relevant, and important. • All students are expected to learn and grow based on their individual abilities and skills. • Procedures are in place to address individual learning needs. • School and classroom rules are developed with input from staff, parents, and students. • The school and classroom provide opportunities for a high degree of student involvement. • Teachers build a team atmosphere in the school and classroom. • Staff anticipate problems and deal with them before they escalate. • Staff establish structure and routine in the school and classroom. • Parents are kept informed of their children's program and progress. • Teachers and parents work collaboratively. • Teachers encourage a positive and optimistic approach to learning. • Teachers establish rapport with each student. • A proactive approach to discipline is used. • Teachers use effective practices and current curriculum. • The school principal is a strong educational leader, who involves the staff, parents, and students.	• The school is perceived as inviting—a place students want to come to. • The school is well maintained and repaired as necessary. • The school is accessible to all students, including those with physical disabilities. • The school has an appropriate intercom, telephone system, and emergency backup system. • The school's physical systems (e.g., air, heat, lighting) are in good working order. • The school is equipped with a variety of detection systems and alarms. • The area around the school is well landscaped and maintained. • Graffiti removal procedures are in place. • School equipment (e.g., playground, gymnasium, lunchroom) is inspected regularly. • Noise levels in the school are monitored and treated when necessary. • The school and classrooms are equipped with interesting bulletin boards and display cases. • Appropriate signage is displayed in the school and on the playground. • Specialty rooms/areas (e.g., staff rooms, meeting rooms, first aid area, therapy rooms) are available and well equipped. • Classrooms are equipped with quality desks, shelving, storage areas, and learning centres.

Key Factors Contributing to a Positive School Climate: Adapted from *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth 3.3-3.4).

Environmental or School Climate Surveys

The Process of Developing a Positive School Climate
It is important to know what a school with a positive school climate looks like, but it is equally important to examine the process that can make it happen. This process, which is addressed in the next section of this document, can be incorporated into a school's annual plan.

Environmental or school climate surveys (scans or assessments) are often conducted to review the factors in the school or classroom that will have an influence on each student's overall functioning. These surveys can be conducted at the school or classroom level and can involve students, staff, parents, community members, and school administrators. They can be formal and/or informal:

- **Formal assessments** can be conducted using a tool that measures a number of climate components. Examples of school climate tools include:
  - The School Climate Survey (School Development Program, Yale University)
    [available online at <http://goal.ncrel.org/winss/scs/sample.htm>]
  - The NASSP CASE School Climate Surveys (National Association of Secondary School Principals)
    [available online at <http://www.principals.org/s_nassp/index.asp>]
- **Informal assessments** are usually conducted using checklists administered by school staff. A Sample Student Survey is included in the Resources section of this document.

The data collected from the environmental or school climate surveys should be used to begin a dialogue among the school's stakeholders for the purpose of moving towards meaningful change.

Positive Behaviour Supports

Positive behaviour supports build the student's capacity to manage his or her own behaviour. Such supports include

- teaching new skills to replace challenging behaviours or reduce their frequency
- providing supports that allow the student to be more independent
- removing or reducing environmental conditions that sometimes trigger negative or hurtful behaviour

Strategies for supporting students with challenging behaviour fall into two broad categories: proactive and reactive.

- **Proactive strategies** focus on addressing factors that precede (and may cause) a challenging behaviour.
- **Reactive strategies** focus on what happens after a behaviour occurs.

Positive Behaviour Supports: Adapted from *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder* (Manitoba Education, Citizenship and Youth, Appendix C, 22, 25).

The goal of proactive and reactive strategies is to reduce or eliminate the challenging behaviour. For students with special needs, check with the student support team for the most appropriate interventions. For students with recurring challenging behaviours who do not have a support team, check for "trigger" events that precede the behaviour and share them with the school counsellor or principal in Incident Reports to determine the most appropriate next steps.

The following table identifies common factors that influence behaviour.

Factors Influencing Behaviour

Student-Specific Factors Influencing Behaviour

- communication and social skills
- attention span
- cognitive skills
- problem-solving skills

External Factors Influencing Behaviour

- nature of instruction (e.g., appropriate language level, clear expectations, availability of choice, match between task difficulty and cognitive skills)
- structure, routine, and predictability in schedule and activities
- impact of others; impact of setting (e.g., Does behaviour occur with one person but not another; in one setting but not another?)
- impact of noise, lighting, or movement

Function(s) of the Behaviour

- escaping task, person, or setting
- attention-seeking
- getting something tangible (e.g., a favourite object or activity)
- sensory (e.g., self-stimulatory)

Trigger (Potential Causes) of the Behaviour

- events or situations immediately prior to the behaviour (e.g., a particular task, person, or location; time of day; requests or refusals)
- events or situations occurring well before the behaviour that impact on the behaviour (e.g., poor night's sleep, situation at home, fear of reprisals)

Consequences Influencing Frequency of the Behaviour

- events following the behaviour that increase or decrease its frequency (e.g., attention, time out, distraction)

Note: Depending on the circumstances and the individual student, identical consequences may have different effects on the frequency of behaviour. For example, a student who values social contact may find time out to be punishing (which usually decreases the frequency of the challenging behaviour) whereas a student who values quiet and solitude may find time out to be rewarding (which usually increases the frequency of the challenging behaviour).

Positive School Climate for Specific Populations

Manitoba schools work within a philosophy of inclusion that allows every individual to feel accepted, valued, and safe. When students and staff work together to focus on the qualities found in all people rather than on their differences, the roots for positive school climate begin to take shape.

Sometimes it becomes necessary for the school staff to take steps to ensure that students are understanding of unique differences among all people and that they accept all other students, particularly those with special needs and/or behavioural challenges. At times it is difficult for any student who is perceived as being different to fit into a classroom group and to be accepted. The development of friendships can be very difficult.

Codes of conduct are created and disciplinary actions are taken with the assumption that students have an awareness of appropriate behaviours and can practise them regularly and with independent self-control. From time to time, students behave in negative or hurtful ways because they could not consider another choice. This could happen for many reasons. For example, the student

- may have tried all other coping mechanisms and has "run out of options"
- may not be fully in control of his or her behaviour because of fear, lack of experience, or limited understanding of the situation
- may not know the rules, may misunderstand the rules, or may misapply the rules
- may just have learned the appropriate behaviour and has not yet perfected its use

In safe and caring schools, students are taught appropriate behaviours and given time to practise them before being expected to perform them consistently at appropriate times.

The Circle of Courage

Circle of Courage: Used with permission. Artist: George Blue Bird. The Circle of Courage is a Trademark of Circle of Courage, Inc. For more information, see website: <www.reclaiming.com> or email: courage@reclaiming.com.

Ensuring that all cultures are respected is a way of making students feel they belong. The Circle of Courage (Brendtro, Brokenleg, and Van Bockern) applies to all people. It uses the Aboriginal concept of the importance of valuing individuals.

The Circle of Courage is a powerful symbol of the needs of all people to live healthy, happy lives and the importance of allowing others the freedom to grow and learn and become independent, lifelong learners without unfair judgement. Clockwise, the colours of the quadrants in the circle are: red, yellow, white, and black.

The four components of the Circle of Courage reflect the balance of self-esteem essentials without which people tend to sink into despair, discouragement, and other negative behaviours, including violence and bullying. The four components of the Circle of Courage are:

- A sense of **belonging** nurtured in a cultural milieu found in the acceptance, attention, and affection of others (red).
- A sense of **independence** shown by the ability to control one's behaviour and gain the respect of others (yellow).

- A sense of **mastery** developed as one masters the environment. Success brings innate satisfaction and a sense of efficacy (white).
- A sense of **generosity** developed as opportunities are provided to give to others and to help others (black).

Discussing ways in which each of the four key areas of courage can be developed within the classroom can be a good springboard for understanding why some people behave in negative or hurtful ways and why it is important to be thoughtful, caring, and compassionate towards all people.

WHOLE-SCHOOL PLANNING FOR SAFETY AND BELONGING

WHOLE-SCHOOL PLANNING FOR SAFETY AND BELONGING

Introduction

All schools benefit from a safety and belonging plan that prevents violence and bullying, including schools that have had few incidents of bullying. A comprehensive school-wide plan heightens expectations for a positive and respectful school climate, and acts as a springboard for ongoing discussions about the value of violence- and bullying-free schools. It is an important tool in making people aware of the harmful effects of negative behaviour.

A comprehensive school-wide plan is critical to any initiative that addresses the issues of violence and bullying. An effective school-wide plan for safety and belonging

- is collaborative
- creates a shared understanding about the nature of violence and bullying and their effects on the lives of individual students and the school community
- assists members of the school community in acquiring the specific knowledge, skills, and language to respond to violent and bullying situations
- is proactive, not punitive
- provides a framework for bringing the plan to life
- directs the development of a wide array of prevention and intervention strategies

Building a comprehensive school plan takes time. There is often a tension between the desire to take immediate action and the need to plan for sustained effort. It is tempting to act as quickly as possible in order to begin implementation. However, the importance of the planning process cannot be overstated—the very action of methodically constructing a plan is vital in engaging community support and developing ownership of that plan. The planning process, then, is as important as the content of the final plan, and is time well spent.

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A Seven-Step School Plan

This document outlines a seven-step process that planning teams may use to engage teachers, parents, and students in the creation of a comprehensive plan that prevents violence and bullying in school communities:

- Step 1: Establish a planning team.
- Step 2: Involve parents.
- Step 3: Involve students.
- Step 4: Create a school pledge.
- Step 5: Build a supervision plan.
- Step 6: Develop a response plan.
- Step 7: Implement and monitor the school plan.

Although the steps are numbered, schools are encouraged to adapt and rearrange the steps as necessary to suit local requirements and existing programs.

Develop and Implement a School Plan

A whole-school approach to safety and belonging provides for the development of a comprehensive school-wide plan for violence and bullying prevention. It also includes activities in each classroom in the school once the school plan is in place. The following timeline outlines how the development of the plan fits with classroom instruction.

School-Based Planning

Use a Whole-School Approach

Philosophy of Inclusion — **Appropriate Educational Planning** — **Safe Schools Charter**

Develop and Implement a School Plan

Step 1:	**Step 2:**	**Step 3:**	**Step 4:**	**Step 5:**	**Step 6:**	**Step 7:**
Establish a planning team.	Involve parents.	Involve students.	Create a school pledge.	Build a supervision plan.	Develop a response plan.	Implement and monitor the school plan (including school assembly).

Suggestions for the Classroom

Make Curricular Linkages

Curricular Outcomes

Continue addressing curricular outcomes for developing interpersonal skills, with emphasis on empathy, self-esteem, assertiveness, safety, and problem solving.

Module A

Define
- violence and bullying
- safety and belonging

Module B

Examine/contribute to
- the school plan

Module C

Consider the impacts of
- violence and bullying
- safety and belonging

Suggested Subject Areas

- ***Physical Education/Health Education***
  GLO 3—Safety (Especially strand "Safety of Self and Others")
  GLO 4—Personal and Social Management (Especially sub-strands related to goal setting, decision making/problem solving, interpersonal skills, conflict resolution, and stress management)
- ***English Language Arts***
  GLO 5—Celebrate and Build Community (Especially strand "Encourage, Support, and Work with Others")
- ***Social Studies***
  Core Concept—Citizenship
- ***Comprehensive Guidance and Counselling Program***
  (Especially strand "Personal/Social Component")

GLO = General Learning Outcome

Step 1: Establish a Planning Team

- Recognize that violent and bullying behaviour is problematic.
- Establish a planning team.
- Outline the duties of the planning team.
- Examine the strategies for building momentum and sustaining the commitment of the school community.

A whole-school approach to safety and belonging requires full commitment from the entire school community. It is suggested that schools examine their current school plans and priorities to check for alignments and feasibility prior to initiating and embarking on the comprehensive whole-school approach.

Before beginning work with students or parents, it is important that school staff meet to discuss the issues of violence and bullying, both generally and with regard to the specifics of implementing this model. *A Whole-School Approach to Safety and Belonging* provides schools with a comprehensive program that can be implemented with relative ease. Nonetheless, program delivery represents a significant time commitment on the part of school staff.

Once specific school needs are identified, a planning team is formed to initiate the plan for a whole-school approach to safety and belonging and to carry it forward. This planning team could include

- students
- classroom teachers
- resource teachers
- school counsellors
- clinicians
- administrators
- support staff
- parents
- educational assistants
- other interested community members

Although the planning team is responsible for initiating and guiding the process, full commitment from all staff members, parents, and students is needed to bring it to life.

Parents and students can play an important role in developing the school plan for safety and belonging. Enlist the support of parents in the school community to serve on the planning team. Student involvement is also recommended to ensure relevance and effectiveness of the plan. (For more information on involving parents and students, see Steps 2 and 3.)

A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying *makes a distinction between violence and bullying behaviours. While the two behaviours often overlap, there are many incidents of bullying that are not necessarily violent, such as electronic bullying, harassment, intimidation, and ostracism. Similarly, while violent behaviour may be part of the bullying repertoire, violence may also occur independently of bullying. The plan presented in this document addresses both of these harmful behaviours.*

In addition, many schools work closely with their local police force or the Royal Canadian Mounted Police (RCMP). Police officers are knowledgeable about issues surrounding violence and bullying and can provide valuable input in the development of parts of the school's plan. Their input into and support for the development of the response plan (Step 6), in particular, can greatly strengthen the school's ability to respond to serious incidents.

Getting Started

Before the planning team initiates the development of the whole-school plan for safety and belonging, consider the following suggestions:

- Hold informal discussions with key staff (administrators, classroom and resource teachers, counsellors, support staff) to solidify support and interest.
- Complete a preliminary needs assessment.
- Hold a meeting with all staff at a convenient time such as at a scheduled staff meeting or during an administration day. Introduce the whole-school approach to safety and belonging, and discuss the following questions:
  - What is our understanding about the level of concern regarding violence and bullying behaviour at this time?
  - What would be the benefits to students, staff, and parents if the school implemented a whole-school approach to safety and belonging?
  - What strengths, talents, and resources within our community might help us develop our school plan?
  - Can the school community take on the task at this time?
  - How do we best involve students and parents in this initiative?
- Inform staff of the benefits of a whole-school approach to safety and belonging (as reported by schools that have implemented a whole-school approach). Through this approach, schools have an opportunity to
  - clarify and reaffirm existing practices
  - achieve a marked reduction in the level of violence and bullying behaviours
  - gain significant improvement in overall discipline within the school
  - make a coordinated effort to address interpersonal skills instruction
  - offer support for students most at risk of being bullied
  - identify student leaders who are empowered to lead by example and who refuse to stand by while others are bullied
  - gain commitment from staff to implement a whole-school approach to safety and belonging

Suggestions for Collaborative Problem Solving

- *Be flexible—consider a variety of possible solutions.*
- *Be timely—resolve issues quickly and fairly.*
- *Deal with issues—try to work together to understand and solve problems.*
- *Accept the points of view and perspectives of others.*
- *Focus—keep the purpose, motives, and goals clear.*

Adapted from School Partnerships: A Guide for Parents, Schools, and Communities, *(Manitoba Education, Citizenship and Youth 25).* <http://www.edu.gov.mb.ca/ks4/specedu/documents.html>

Tasks of Planning Team Members

As work begins, the planning team considers who will be responsible for the following tasks:

- Arrange for staff training.
- Arrange a parents' meeting.
- Liaise with other schools involved in a whole-school approach to safety and belonging.
- Develop a draft plan incorporating input from students, staff, parents, and the community.
- Present the draft plan to staff for discussion, feedback, and revision.
- Facilitate delivery of related classroom activities.
- Implement the whole-school plan for safety and belonging.
- Monitor the success of the school plan.

The planning team as a whole establishes an implementation timeline and determines how it will collaborate and communicate its progress at each stage of the whole-school plan.

An Action Checklist is provided with each step of the development process outlined in this document to guide the planning team in the development of a whole-school plan for safety and belonging.

Building Momentum and Sustaining Commitment

Further information on building momentum and sustaining commitment may be found in Supporting Inclusive Schools: School-Based Planning and Reporting *(Manitoba Education, Citizenship and Youth).* <http://www.edu.gov.mb.ca/ks4/specedu/documents.html>

While most people will likely support the need for a safety and belonging plan, a whole-school approach to developing a plan is an ambitious undertaking, and one that will take time. The following ideas may help build momentum and maintain the commitment of members of the school community throughout the development of the whole-school plan:

- Involve as many interested people as possible, especially students, in the planning. People become more committed to a plan they help to create than one in which they are not involved.
- Maintain communication with key groups. Communication and information sharing not only help maintain commitment, but also help avoid misunderstandings that can cause unnecessary rifts in relationships.
- Prepare ongoing progress reports for presentation at staff, parent, and student meetings. Such reports help everyone see the progress made toward reaching the goals.
- Recognize that building a comprehensive plan takes time—time that will result in increasing effective support for young people.
- Take time to honour small successes.

Action Checklist
Step 1: Establish a Planning Team

This checklist is designed to assist the planning team as it leads the school community through the process of developing a whole-school approach to safety and belonging.

- ❒ Interested parties hold a meeting to discuss the possibility of implementing a whole-school approach to safety and belonging.
  - — Consult with school administration.
  - — Consult with key staff members.
- ❒ Hold a staff meeting to discuss violence and bullying in general and the possible implementation of a whole-school approach to safety and belonging (including definitions).
- ❒ Gain staff commitment to the safety and belonging plan.
- ❒ Confirm membership of the planning team.
- ❒ Establish timelines and determine meeting times.
- ❒ Assign tasks:

Task to Be Completed	Person Responsible
— Arrange for staff training.	_____
— Arrange a parents' meeting.	_____
— Lead discussions at staff meetings.	_____
— Liaise with other schools involved in bullying-prevention programs.	_____
— Develop a draft plan for discussion and feedback.	_____
— Facilitate timing of related classroom activities, making curricular linkages.	_____
— Implement the school-wide plan.	_____
— Monitor the success of the school plan.	_____

- ❒ Begin planning.

Step 2: Involve Parents

- Examine the importance of involving parents in the development of the violence and bullying prevention plan.
- Conduct an introductory meeting with parents.
- Provide support materials for the parents' meeting.
- Outline strategies for sustained parental involvement in the violence and bullying prevention plan.

Further information on parental involvement in schools may be found in School Partnerships: A Guide for Parents, Schools, and Communities *(Manitoba Education, Citizenship and Youth).* <http://www.edu.gov.mb.ca/ks4/specedu/documents.html>

Including parents in the whole-school approach to safety and belonging has an enormous impact on the school climate and on students' relationships with each other. The relationship between positive school climate and family involvement is reciprocal: each builds on the other. Strengthening the involvement of parents in school leads to "overlapping spheres of influence between home, school, and the community" (Epstein et al 3).

Parent-teacher partnerships are developmental in nature, promoting cooperation between home and school and having a positive impact on the attitudes of students, teachers, and the parents themselves. Parental involvement in planning promotes cooperation between home and school, which in turn fosters improved student academic achievement, behaviour, and self-concept.

Parents and teachers collaborating on the school-wide plan for safety and belonging share a common basis for action. Sustained effort and commitment will secure the partnership's success.

Meeting with the Parent Advisory Council

The extent to which parents are involved in the development of the school-wide plan is the decision of each individual school. The approach outlined here involves a special meeting between planning team members and the school's Parent Advisory Council to discuss the problem of violence and bullying and to ask parents for their ideas concerning the development of a school-wide plan. Resource materials to support this meeting (provided at the end of Step 2) including the following:

- Parent Advisory Council Meeting: Agenda—contains suggestions for the content of the meeting and includes the answers to the questions on The Bullying Quiz
- The Bullying Quiz—sheet for distribution
- A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying—overview on overhead transparency
- Imagine a Violence- and Bullying-Free School—overhead transparency
- What Parents Can Do to Support Their Children—sheet for distribution
- Selected Resources for Parents—sheet for distribution

A second meeting with the Parent Advisory Council may be held when the plan for the whole-school approach to safety and belonging has been developed (see Step 7 for more information). The planning team might also choose to hold regular meetings with the Parent Advisory Council at strategic points during the development of the plan. Alternatively, schools may choose to report regularly to parents through the school newsletter.

Suggestions for Meeting with Parent Advisory Council

Before conducting the meeting with the Parent Advisory Council, the planning team could do the following preparatory work:

- Determine who in the planning team will be responsible for facilitating the meeting.
- Arrange the logistics for the meeting (e.g., time, date, place, childcare, refreshments, copies of the support materials).
- Arrange for translators, where required.
- If possible, set up a display of relevant resources on the topic (see the Selected Resources for Parents cited later in Step 2, as well as in the Resources section of this document).

During the meeting (see Agenda), consider addressing the following:

- Communicate the purpose of the meeting: to discuss violence and bullying in general terms and to explore how the home and school can work together to address these problems.
- Set the climate or ground rules at the outset of the meeting by reviewing the purpose. Explain that neither specific bullying incidents nor the individuals involved will be discussed. Ask parents to respect this guideline in their discussions and avoid references to specific situations or students.
- Talk briefly about why the school has decided to initiate a whole-school approach to safety and belonging. The planning team may wish to begin by talking about violence and bullying in a larger context (e.g., the community, the workplace), and then discuss the issue as it pertains to the school. One strategy for encouraging reflection and discussion is to ask parents, "How did you first learn about bullying?"
- Have parents complete The Bullying Quiz provided. The planning team may also choose to distribute school-specific information related to the Safe Schools Charter, school and school division policies and procedures, and services provided by the school support team, school counsellor, and divisional clinical staff.
- Outline the steps the school will undertake in implementing a whole-school approach to safety and belonging and discuss how parents may be involved.
- Ask parents for their ideas on how the school can respond to violence and bullying problems within the existing school policies and procedures. Let parents know how this information will be used and ask how they want the school to report back to parents on the plan.

- Describe suggestions for classroom activities. Inform parents that, as part of the classroom activities, the planning team would like to have students complete a brief survey about their experiences with violence and bullying at school.
- Listen to parents' concerns about their children being bullied. Bullying is an emotional topic, and discussion may rekindle parents' own memories of bullying at school. In the interest of helping the whole school, gently remind parents that comments must remain general, as the meeting is not the forum for specific cases.
- Discuss some of the measures parents themselves can undertake with their children to counteract bullying. (See What Parents Can Do to Support Their Children, a sheet for distribution to parents included at the end of Step 2.)

Involving Parents at Large

In addition to consulting with the Parent Advisory Council, schools wanting increased parental involvement in the development of the school-wide plan for safety and belonging may choose to implement any of the following strategies:

- Have one or more parent representatives on the planning team.
- Survey parents for their concerns about violence and bullying issues and their ideas for the whole-school approach to safety and belonging.
- Organize a study group or a series of meetings at which interested parents and school staff can discuss relevant articles, books, or electronic resources (e.g., DVDs) on various aspects of violence and bullying.
- Encourage informal discussion on violence and bullying issues between classroom teachers and parents.
- Invite parents to attend the school assembly that launches the school-wide plan.

See Step 7 for additional information on involving parents in the school-wide plan for safety and belonging.

Parent Advisory Council Meeting: Agenda

(Approximate Time: 1.5 hours)

Welcome and Introduction (5 minutes)	• Review the purpose of the meeting. • Set the climate or ground rules for discussion. • Talk about why the school is initiating a whole-school approach to safety and belonging.
The Problem of Bullying (40 minutes)	• Distribute and complete The Bullying Quiz. • Discuss responses to each question or statement on The Bullying Quiz. 1. Most bullying is just "kids being kids." Children don't do these sorts of things intentionally. *False*. Bullying is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance. 2. The majority of bullying involves acts of physical aggression. *False*. Bullying can be physical or verbal, or it can involve social alienation. 3. Adults are generally unaware of the extent of bullying among children. *True*. 4. Children who bully others often believe that the other children antagonized them and therefore caused the problem. *True*. 5. Children who are bullied are usually more sensitive than their peers. *True*. 6. Boys and girls are involved in bullying at about the same rate. *True*. However, the prevalent type of bullying usually differs between girls and boys. 7. Kids are powerless to stop bullying among their peers. *False*. 8. Adults can play only a limited role in preventing bullying. It is up to the children to change. *False*.
A Whole-School Approach to Safety and Belonging (5 minutes)	• Display overhead: A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying • Outline each step of the process.
Development of the School-Wide Plan (15 minutes)	• Display overhead or poster: Imagine a Violence- and Bullying-Free School. Hold large- or small-group discussion. • Record parents' ideas as input for the development of a school pledge for a whole-school approach to safety and belonging (see Step 4). Alternatively, conduct carousel brainstorming, recording ideas on flip chart paper (one sheet each for role of parents, role of school staff, and role of students).
Parental Involvement (15 minutes)	• Explain how ideas gathered at this meeting will be used. • Discuss with parents how they can continue to be involved. • Ask for ideas on how to communicate the plan to all parents. • Distribute and comment on handout: What Parents Can Do to Support Their Children. • Distribute handout: Selected Resources for Parents.
Conclusion (10 minutes)	• Thank parents for attending the meeting. • Ask whether meeting participants have any questions.

The Bullying Quiz

Questions	True	False
1. Most bullying is just "kids being kids." Children don't do these sorts of things intentionally.		
2. The majority of bullying involves acts of physical aggression.		
3. Adults are generally unaware of the extent of bullying among children.		
4. Children who bully others often believe that the other children antagonized them and therefore caused the problem.		
5. Children who are bullied are usually more sensitive than their peers.		
6. Boys and girls are involved in bullying at about the same rate.		
7. Kids are powerless to stop bullying among peers.		
8. Adults can play only a limited role in preventing bullying. It is up to the children to change.		

A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying

Steps in the development of a school-wide violence and bullying prevention plan:

Step 1: Establish a planning team.
Step 2: Involve parents.
Step 3: Involve students.
Step 4: Create a school pledge.
Step 5: Build a supervision plan.
Step 6: Develop a response plan.
Step 7: Implement and monitor the school plan.

Address violence and bullying prevention through classroom activities:

- Module A: Define
  — Violence and Bullying
  — Safety and Belonging
- Module B: Examine and Contribute to
  — the School Plan
- Module C: Consider the Impacts of
  — Violence and Bullying
  — Safety and Belonging

Imagine a Violence- and Bullying-Free School

What are the qualities of a violence- and bullying-free school?

Consider the role of

- Parents:

- School staff:

- Students:

What Parents Can Do to Support Their Children

Children learn how to get along by watching adults.

- Model appropriate ways of getting along with others, showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
- Monitor your child's television watching. Discourage viewing of television programs that model anti-social and aggressive behaviour.
- Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use the situation as an opportunity to model appropriate responses for your child and talk about it.

Children learn by doing.

- Help your child develop interpersonal skills by providing opportunities to practise them.
- Help your child think of and practise quick and appropriate verbal comebacks to use when peers are teasing or being verbally abusive.
- Teach your child how to stick up for herself or himself through assertive, not aggressive, behaviour.
- Encourage and expand your child's interests and abilities.
- Involve your child in group activities that will enhance her or his interpersonal skills. Invite your child's friends to your home and have lots for them to do. Boredom can contribute to bullying.
- Discuss with your child examples of violence and bullying that he or she notices on television, in video games, or in the neighbourhood. Help your child understand the consequences of violence and bullying.
- Teach your child problem-solving skills. Acknowledge your child when he or she follows through.
- Help your child understand the value of accepting and celebrating individual differences.

Children need adults.

- Ask your child about his or her relationships with friends and peers.
- Encourage your child to tell you or another trusted adult if she or he is bullied or sees another child being bullied.
- Keep lines of communication open with your child. Encourage your child to let you know at all times where he or she will be, and with whom. Get to know your child's friends.
- Intervene in bullying or violent incidents. Make it clear to all those involved that bullying and violence will not be tolerated. Ensure that those being victimized are safe.
- Inform school staff if your child tells you about violence or bullying happening at school.
- Learn more about the topic of bullying and share your knowledge with your child. A wealth of information on bullying is available for parents and children. Check your local library or research information online.
- Talk with other parents about the issue of bullying.
- Get involved in violence- and bullying-prevention efforts at your child's school.
- Foster your child's self-esteem. A strong sense of self-worth can be a good defence against being pressured or bullied by peers.
- Be alert to signs that your child is being bullied or may be bullying others, such as torn clothing, mysterious bruises, falling behind in school work, returning home to use the washroom, changes in behaviour (e.g., angry outbursts, fighting, behaviour problems at school and in the neighbourhood, lack of friends). Get help for your child. Talk with a school counsellor or teacher.
- Talk with your child about the school's code of conduct and the school plan for a whole-school approach to safety and belonging. Talk to your child about what she or he is learning in school about violence and bullying.

Selected Resources for Parents

Books

Scott, Sharon. *How to Say No and Keep Your Friends*. Amherst, MA: Human Resources Development Press, 1986.

This book aims to help teens and preteens make good decisions when confronted by negative peer pressure. It offers concrete strategies to help young people deal with difficult decisions.

Stones, Rosemary. *Don't Pick on Me: How to Handle Bullying*. Markham, ON: Pembroke Publishers, 1993.

This book takes a thorough look at the issue of bullying. It is designed to provide young people with information and strategies for coping with and preventing bullying. The book offers specific games and strategies that can be used to boost the self-esteem of those being bullied.

Valitchka, James. *Superheroes Don't Have Dads*. Toronto, ON: Educate with Vision, 2003.

Written by an eight-year-old boy to help other children understand the impact of bullying and being bullied, this book offers insight into the motivations of behaviour in terms understandable to children between five and ten years of age.

Zarzour, Kim. *Battling the School-Yard Bully*. Toronto, ON: HarperPerennial, 1994.

Taking a practical look at the bullying phenomenon from a Canadian perspective, this book provides a thorough examination of the issue and offers advice for those who are bullied and for their parents.

Websites

Bullying.ca: <http://www.bullying.ca/english/index.htm>

Colorado Anti-Bullying Project: <http://www.no-bully.com/parents.html>

Safe Schools Manitoba: <http://www.safeschoolsmanitoba.ca/>

Action Checklist
Step 2: Involve Parents

This checklist is designed to assist the planning team as it leads the school community through the process of developing a whole-school approach to safety and belonging.

Task to Be Completed for Meeting with Parents	**Person Responsible**
❒ Confirm date, time, and location.	_____
❒ Arrange logistics (childcare, (refreshments, translators, etc.).	_____
❒ Confirm agenda.	_____
❒ Prepare handouts and overheads.	_____
❒ Prepare resources/displays.	_____
❒ Determine meeting recorder.	_____
❒ Other tasks:	
❒ _____	_____
❒ _____	_____
❒ _____	_____
❒ _____	_____

Step 3: Involve Students

- Determine the role students will play in the development of the school-wide plan for safety and belonging.
- Outline the strategies for involving students in a whole-school approach.
- Monitor progress and achievement of the learning outcomes related to violence and bullying in subject-specific curricula.

Students As Partners of Change

Students need opportunities to contribute to the well-being and vitality of their school community. Given opportunities, children and youth make significant contributions to the development of a whole-school approach to safety and belonging. To enable this partnership to happen, students need to be offered specific activities—both within and beyond the classroom—connecting them to the school plan in ways that benefit the wider community.

All students in the school can be powerful agents in changing the attitudes and actions of their peers. While the majority of students do not bully others, they often inadvertently encourage bullying as onlookers. The whole-school approach to safety and belonging offers an opportunity for students who do engage in harmful behaviours to learn and practise pro-social skills. Together, all students can assist in the creation of a violence- and bullying-free school environment where all students have the right to safety and security.

By involving students as full partners in the whole-school approach to safety and belonging, the planning team can mobilize the student population in the creation of a positive peer culture where helpfulness, friendliness, and positive leadership roles are recognized.

Suggested Strategies for Involving Students

Consider the following strategies for involving students in a whole-school plan for safety and belonging:

- Include students as part of the planning team. Student involvement on the planning team provides a mechanism for ensuring that the school plan will be effective and relevant to students.
- Develop a student safety and belonging committee. A student committee can meet occasionally to provide the planning team with feedback on the development and the implementation of the school plan. Alternatively, collaborate with existing student groups (e.g., student council) for their input.
- Involve students in planning the school assembly to launch the school plan (see Step 7: Implement and Monitor the School Plan). Students' contributions to the school assembly will help ensure that the message is communicated to the student body in a meaningful way.

- Conduct a school-wide positive behaviour campaign during the development of the school plan. Use the phrases and slogans created during the development of the school pledge (see Step 4) or use ideas from the Suggestions for the Classroom (see the Resources section of this document) as the inspiration for the campaign.
- Invite students to speak at parent meetings. Student participation at parent meetings could address topics such as
  - — why students think a whole-school approach to safety and belonging is important
  - — how they can help keep the school a violence- and bullying-free environment
  - — what they have learned through the classroom activities/plans
- Allow for student involvement during regular classroom instruction (see suggested curricular linkages in various subject areas, page 5 and pages 66 to 71) and through classroom activities related directly to the school's launch of the safety and belonging plan. The Suggestions for the Classroom (see Resources) provide opportunities for students to give feedback to the school plan. Specific lessons that invite student input include
  - — a survey activity for students to identify the incidence of violence and bullying at the school (Module A)
  - — an opportunity for students to examine and contribute to the school plan for a whole-school approach to safety and belonging (Module B)
  - — an opportunity for students to share and use their knowledge (Module C)

For more information on involving students in developing and implementing the school plan, refer to Step 7: Implement and Monitor the School Plan, and the sample activities suggested in the Resources section of this document. The Suggestions for the Classroom are designed to provide students with introductory activities related to violence and bullying prevention prior to the launch of the safety and belonging plan at the school assembly. The planning team members should familiarize themselves with the activity suggestions and coordinate timelines for related classroom activities.

Action Checklist
Step 3: Involve Students

This checklist is designed to assist the planning team as it leads the school community through the process of developing a whole-school approach to safety and belonging.

❒ Determine the role students will play in the development of the school-wide plan.

_____

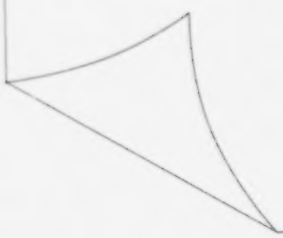
_____

_____

❒ Outline strategies for involving students in the violence- and bullying-prevention program.

Strategy	**Person Responsible**
_____	_____
_____	_____
_____	_____
_____	_____

❒ Become familiar with the Suggestions for the Classroom.



Step 4: Create a School Pledge

- Determine the form the school pledge will take.
- Invite staff input to the school pledge.
- Invite student input.
- Invite input from parents.
- Incorporate various stakeholders' contributions to create the school pledge.

Determine the Vision for a School Pledge

The Nature/Purpose of a School Pledge

The creation of a school pledge that describes a safe school community free from violence and bullying is a crucial step in the whole-school approach to safety and belonging. The school pledge defines common ground among staff, students, and parents, and communicates a unified vision of a school free from violence and bullying. The vision is feasible and attainable, and is connected to the deep values and aspirations of the school community.

The school pledge energizes partners to participate in the school's safety and belonging plan. In addition, it can guide the planning team as it develops the plan.

School Pledge
A school pledge
- *describes a school free of violence and bullying*
- *conveys the school's commitment to violence and bullying prevention*

"At Prairiegrove Middle School, we are committed to providing an environment free of violence and bullying behaviour. We work together to
- *resolve conflicts peacefully*
- *include others in all activities*
- *respect differences*
- *support each other"*

The Form of a School Pledge

Pledges have the most power when they are stated in simple terms so that most people can see and recall them at any time. A strong statement that includes everyone's ideas takes time to refine and select. The best phrases are "home grown" and convey a message that everyone understands.

The school pledge can take many forms. It can be a separate statement or motto outlining the school's commitment to safety and belonging, or it can be incorporated into an existing school Mission Statement, Code of Conduct, or Safe Schools Charter. Schools that already have an updated mission, code, or charter may choose to begin by examining these statements to determine whether or not they sufficiently address the school's vision for a whole-school approach to safety and belonging.

Mission Statement
A mission statement is an overall description of the school's educational philosophy.

"The mission of Grasslands Elementary School is to provide a safe and nurturing environment where all students are free to learn, grow, and pursue their personal best."

Code of Conduct
A code of conduct is a description of the school's or school division's behavioural expectations of members of the school community, such as:
- *"showing respect for the rights, property and safety of themselves and others*
- *respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age, and ability*
- *expressing themselves with socially acceptable language and behaviour*
- *exhibiting behaviour that avoids all forms of intimidation, harassment, racism, and discrimination"* (Pembina Trails School Division 7)

Develop Commitment to a School Pledge

The Process of Creating a School Pledge

Schools that choose to create a separate school pledge on safety and belonging may consider the following process of involving staff, students, and parents in designing the pledge statement.

Receive Staff Input

Charter of Respect
A charter of respect is a purpose statement outlining the school's commitment to creating a culture of trust and respect. It can include a vision statement and descriptions of how school members will act respectfully.

Either at a staff meeting or at a full in-service day, spend some time considering how the school may wish to convey its commitment to a whole-school approach to safety and belonging. The planning team may choose to create a new school pledge; amend an existing Mission Statement, Code of Conduct, or Charter of Respect; or create a flag or banner, or a slogan or motto.

Flag or Banner
A flag or banner communicates the school's commitment to safety and belonging in graphic or symbolic form.

Regardless of the approach chosen, it is worthwhile to spend some time discussing the following questions:

- What is our vision for a violence- and bullying-free school?
- What are the roles of staff, students, and parents in a violence- and bullying-free school?
- What vision do our students have for a violence- and bullying-free school?
- What are the qualities of a violence- and bullying-free school?
- How can we state in a positive way what we wish to achieve at the end of this process?

The feedback received from staff will form the basis of the school pledge. Record the feedback and ask staff to provide suggestions as to how this information could best be conveyed in a school pledge.

Receive Student Input

Slogan or Motto
A slogan or motto is a simple, easy-to-remember, "catchy" phrase that communicates the school's commitment to violence and bullying prevention.

Examples of violence and bullying prevention slogans/mottos:
- *"Respect is practised here!"*
- *"Welcome to the respect zone!"*
- *"Prairiegrove—a violence and bully-free zone!"*
- *"The CARE Zone—Courtesy and Respect Everywhere!"*

Student contributions to the school pledge can be garnered through the student safety and belonging committee, from the student council, from student representatives on the planning team, or in classrooms. It is suggested that students spend some time brainstorming their vision for a violence- and bullying-free school.

Consider using questions such as the following to solicit student input:

- What would a violence- and bullying-free school look like?
- What do the students do in a violence- and bullying-free school?
- What does the staff do in a violence- and bullying-free school?
- What do the parents do in a violence- and bullying-free school?

In addition, Module B in the Suggestions for the Classroom (see Resources) provides opportunities for students to brainstorm ideas about what a violence- and bullying-free school would look like. Although this classroom activity takes place after the preliminary school pledge has been drafted, it provides a valuable opportunity for students to strengthen their personal commitment to a violence- and bullying-free school or to enhance the existing school pledge.

Receive Parental Input

A process for receiving contributions to the school pledge at a parents' meeting is outlined in Step 2: Involve Parents. The planning team leads this process and receives the feedback from parents.

Incorporate Contributions

Once the above steps have been completed, it is the responsibility of the planning team to

- tabulate feedback from staff, students, and parents
- highlight and discuss key themes emerging from the contributions of the school community
- decide on a format for the school pledge
- draft the school pledge

Live the School Pledge

For the school pledge to have meaning, it must be more than just words: it should be the starting point for putting the school's safety and belonging program into action. In some schools, the school pledge is reviewed at the start of each school year as part of an opening ceremony, and forms a personal commitment to maintain a safe and respectful community for the protection of all school members. Some schools communicate the school's pledge through materials issued by the school, such as letterheads, newsletters, buttons, and pencils. The planning team may determine how the school pledge is communicated and personalized for all members of the school community.

Action Checklist
Step 4: Create a School Pledge

This checklist is designed to assist the planning team as it leads the school community through the process of developing a whole-school approach to safety and belonging.

- ❒ Determine the form the school pledge will take.

  _____

  _____

  _____

- ❒ Invite staff input to the school pledge:
  - What is our vision of a violence- and bullying-free school?
  - What do we mean by safety and belonging?

- ❒ Arrange for student input to the school pledge.

- ❒ Invite parents' contributions to the school pledge.

- ❒ Discuss and incorporate all stakeholders' contributions in developing the school pledge.

Step 5: Build a Supervision Plan

- Determine the role of students, teachers, and administrators in supervision of the school plan.
- Determine the role of educational assistants in supervision.
- Identify areas of high risk for violence and bullying.
- Plan programs to lessen violence and bullying opportunities.

Well-Planned Supervision

The single most effective deterrent to violence and bullying is adult authority and visibility.

"There is no evidence to suggest that a generally 'tolerant' and permissive attitude towards bullies on the part of adults will help these children outgrow their anti-social behaviour patterns" (Olweus, Bullying at School*).*

Address Violent and Bullying Behaviour

Well-planned supervision, along with staff training, appropriate and consistent consequences, the identification of high-risk areas, and playground and parking lot improvements, are important components in the school-wide safety and belonging program. If it is clear that violence and bullying behaviour is unacceptable, and if students' reports of violence or bullying occurrences are taken seriously in a timely fashion, then a significant reduction of violent and bullying behaviour can be expected.

Issues relevant to the supervision of students include

- the covert nature of bullying that makes some activities (e.g., ostracism, hurtful instant messaging, cutting remarks, tripping, malicious horseplay) very difficult to identify
- the establishment of agreed-upon criteria for violence and bullying that take into account
  - — the safety of all students and staff
  - — each student's ability to learn to behave in another way
  - — the opportunity for students to practise and integrate more positive behaviour
  - — the continuum of misbehaviour, from subtle, covert bullying such as ostracism and malicious online messaging, to physical aggression
- adult recognition that students cannot always solve all their own problems
- adult feelings of intimidation, isolation, or lack of support when intervening in violent or bullying incidents

The Role of Administrators and Teachers

Since most violent and bullying behaviours occur during break times, well-planned supervision at these times will reduce incidents. Adult intervention in all violent and bullying situations, either overt or suspected, is essential. Intervention clearly demonstrates the seriousness with which the school views violence and bullying, while non-intervention implies they are somehow condoned. Consistent intervention by all supervisors is critical. Students will feel comfortable talking to adults about problems they experience if they know that the problem will be acknowledged and addressed. Responses that indicate the students are responsible for addressing the problem themselves often support violent and bullying behaviours.

All school staff, including educational assistants, office staff, clinicians, custodians, and substitute teachers, should have input into and be familiar with the school's plan for responding to violent and bullying incidents as indicated in Step 6: Develop a Response Plan. Those staff responsible for supervision must be especially familiar with the duties of first responders (see Step 6) when dealing with violent and bullying incidents.

The Role of Educational Assistants

Educational assistants, under the guidance and supervision of certified professionals, handle some of the most difficult student behaviour in the school. Ideally, they are familiar with the skills of anger management, dealing with conflict, detecting bullying, and supporting students who are bullied. Educational assistants should also be actively involved in the school's training and planning for a whole-school approach to safety and belonging.

Acknowledging the role of educational assistants increases their effectiveness. Strategies for accomplishing this include the following:

- Involve educational assistants in the planning team.
- Ensure educational assistants receive all communications to staff regarding the whole-school approach to safety and belonging.
- Develop a reporting system between educational assistants, student support teams, and teachers.
- Schedule a problem-solving session during a student support team meeting, with an educational assistant presenting a typical playground or cafeteria problem, followed by team discussion.
- Pair a teacher with an educational assistant at break times to model effective ways of dealing with student behaviour.
- Arrange to involve educational assistants in the activities related to violence and bullying. (For more information, see the Suggestions for the Classroom presented in the Resources section of this document.)
- Create awards for positive, helping behaviour, and have educational assistants present them during an awards ceremony.

Identify High-Risk Areas

Close supervision is necessary in areas where bullying most frequently occurs. These areas can be identified in a variety of ways:

- Administer student surveys in each class (see Sample Student Survey in the Resources section of this document). For students in Kindergarten to Grade 3 or those who are unable to read independently, read the survey and provide a colour-coded answer sheet on which students circle the colour that corresponds with their answer (e.g., The green box means "No, I have not been bullied." The yellow box means "I have been bullied often.").

- Supply maps of the school (inside and outside), and ask students to highlight the places where bullying takes place or where they feel unsafe. Areas described as unsafe by many students are viewed as high-risk areas.
- Ask students to identify safety zones on the same map to draw attention to where help is easily and quickly available.
- For younger students and for students who would respond more effectively without a map, take photographs of various locations around the school and school grounds. Display the photographs at students' eye-level, with two envelopes underneath each photograph, one marked with a happy face and one with an unhappy face. Have students place a counter/token in the "happy" or "unhappy" envelope to indicate their feelings about each location. Locations identified as unhappy places by most students are likely to be high-risk locations for that age group.

The Resources section of this document contains additional strategies for identifying high-risk locations.

Programs to Support Supervision

Acknowledge and Reinforce Pro-Social Behaviour

In addition to identifying and addressing violent and bullying behaviours, an effective school plan includes strategies for acknowledging and reinforcing positive, pro-social behaviour. This can be done in many ways. All staff should model such behaviour in their interactions with other staff and with students. It is also important to find ways to encourage and even celebrate pro-social behaviour in a more overt way.

Several quick and easy strategies for acknowledging and reinforcing pro-social behaviours are listed below:

- Provide all staff with a supply of "Good Stuff" tickets for supervision times (a sample ticket follows). When a staff member notices a student behaving in a pro-social manner, she or he acknowledges the behaviour, completes the ticket, and places it in a jar in the office. At regular times a draw is made and the student whose name is chosen wins a small prize. For Senior Years students, pro-social behaviours may be extended to include peer helping, community service, and positive role modelling.

Good Stuff!

Date: _____ Class: _____

Student's Name: _____

_____

_____

_____

Staff Person's Name: _____

- Hold a special pro-social day or safety week. On these days, staff make an extra effort to notice pro-social behaviour. On a pro-social day, staff organize classroom activities that are specifically collaborative in nature. Intramural activities might be non-competitive or they may rely on cooperation to achieve the goal (e.g., relay races, cross-grade teams, Senior Years students coaching Early Years students). Community service might be emphasized during this time.
- Identify several types of specific pro-social behaviours, such as helping, including other students in play, resolving conflict, practising acts of kindness, or asking for help. Students write or draw their pro-social act on a distributed paper "link" (construction paper approximately 5 cm x 30 cm). The "links" of paper are then formed into long chains that are displayed in school hallways or the auditorium.
- Create a book of kindness. When students (or staff) see acts of kindness, cooperation, and helping, they write down the date, the person(s) involved, and the incident, and submit the entry for inclusion in the book of kindness. The book is displayed in a display case in a prominent location in the school.

Reduce Opportunities for Violence and Bullying

A variety of tactics can be employed to lessen opportunities for violence and bullying behaviours, including the following:

- Arrange indoor and outdoor activities for lunch, recess, and spare periods.
- Teach appropriate and enjoyable leisure and playground games.
- Provide supervised activities for days when outdoor activities are suspended due to weather conditions.
- Provide non-competitive and non-sports-related intramural programs organized by students for students.
- Offer recreational and hobby clubs.
- Reduce class changes and increase supervision, as crowded hallways are a prime location for violence and bullying.
- Stagger recess times, since much bullying of younger students is done by older students.
- Provide ongoing social skills training.
- Use cooperative learning in the classroom.
- Start a playground buddies program.
- Start a conflict managers program.
- Start a peer assistance/peer mediator program.
- Form a leadership club to train volunteer playground leaders to help younger children with group games (e.g., managing equipment and refereeing).
- Increase supervision during bus loading and unloading times.

Action Checklist
Step 5: Build a Supervision Plan

This checklist is designed to assist the planning team as it leads the school community through the process of developing a supervision plan for a whole-school approach to safety and belonging.

❒ Determine the role of school administrators and teachers in supervision.

_____

_____

❒ Determine the role of educational assistants in supervision.

_____

_____

❒ Identify locations that are at higher risk for violent and bullying behaviours.

_____

_____

❒ Make a plan for acknowledging pro-social behaviours.

_____

_____

❒ Initiate programs to lessen violence and bullying opportunities.

Program	**Person Responsible**
_____	_____
_____	_____

Step 6: Develop a Response Plan

- Detail guidelines and procedures for responding to and tracking incidents of violent and bullying behaviours.
- Identify strategies to support students who are bullied.
- Identify strategies to respond to students who are aggressive or who bully.
- Identify strategies to respond to students who witness violence or bullying.
- Plan restorative interventions to bring together all parties involved in a violent or bullying incident.

Benefits and Goals of a Response Plan

Develop an Effective School-Wide Response Plan

School personnel intervene daily in students' inappropriate behaviours, reminding them of school rules, setting limits, and imposing consequences. However, because bullying behaviours are malicious, often covert, and repeated over time, particularly incidents of harassment and intimidation, dealing effectively with such behaviours demands a consistent school-wide response.

An effective school response to violent and bullying behaviours has four goals:

- **Encourage communication:** Adults provide a model for young people by engaging them in discussions about violence and bullying, teaching assertiveness and self-protection strategies, and encouraging students to seek adult assistance when other strategies are not working.
- **Develop empathy:** Adults help young people to recognize and interpret cues that signal others' feelings and needs, understand the impact of violent and bullying behaviours on others, and treat others with caring and respect.
- **Promote accountability:** Adults help young people develop the ability to stop and think before they act, resist peer pressure, and take responsibility for their behaviour by making reparation for harm they have inflicted on others.
- **Enhance pro-social behaviour:** Adults teach, model, and reinforce skills for getting along with others.

An effective response plan is comprehensive, taking into consideration all parties involved in the violent or bullying incident. It provides specific supports for the student who was the target of the incident, as well as intervention for the student who was violent or bullying. The plan also considers strategies for responding to students who directly observed the violent or bullying incident.

Components of a Response Plan

Each school should have a plan for responding to violent and bullying incidents. The response plan should address components such

- responsibilities of staff
- support for the student who was targeted
- intervention with the student who was violent or bullying
- guidelines for dealing with students who witnessed violent or bullying incidents
- development of social learning interventions
- restitution-based interventions—strategies for bringing all parties together
- tracking of violent and bullying behaviours

A brief outline of each of these components of the response plan follows, along with a process that allows the planning team to alter or amend each component as appropriate.

Identify Responsibilities of School Staff

Ideally, all school personnel should be prepared and willing to intervene immediately when they observe violent or bullying behaviour by a student, or when a student reports that violence or bullying is occurring. This document refers to those staff members who first intervene or receive the report of violence or bullying as first responders. These **first responders** may be teachers, administrators, or support staff.

Level A Response
- **What:** *describe and respond*
- **Who:** *first responder*

First responders take the following action:

- Intervene quickly to stop the incident.
- Calmly separate the parties involved.
- Talk with the students who have been targeted to acknowledge the situation, to gather any additional information, and to make a plan for staying safe that day. Tell the students that another adult will meet with them to help them stay safe and avoid violence or bullying in the future.
- Send the students who are responsible for bullying or violence to a predetermined location for a supervised "time out" (e.g., at the edge of the playground, in the office, in a classroom) and tell them there will be follow-up.
- Initiate an Incident Report and promptly submit it to the **second responder** (see the sample Incident Report provided in the Resources section of this document).

Level B Response
- **What:** *describe, respond, confront, and prohibit*
- **Who:** *first and second responders*

In some cases, first responders may have intervened to stop the violent or bullying incident but are unable to continue to deal with the situation. Staff members who are responsible for following through on Incident Reports are referred to as **second responders**. In many cases, the school principal, in consultation with the school counsellor or classroom teacher, will carry out this role.

Level C Response
- **What:** *describe, respond, confront, prohibit, report, and refer*
- **Who:** *first and second responders plus appropriate referral (such as school counsellor, student support team, school psychologist, threat assessment team, clinical staff, community agencies, police)*

Second responders take the following action:

- Talk with each of the students involved separately, including those who witnessed the incident to find out what happened.
- Ask open-ended questions to determine the nature of the behaviour, to establish when and where it occurred, who was involved, and what the students were doing prior to the incident, and, most importantly, to note how each student feels about what happened.
- Talk to other staff who have direct knowledge of the students' other behaviours.
- Support the student who has been targeted.
- Identify strategies to respond to students who witnessed the incident.
- Intervene with the students who are responsible for the incident.
- Complete the Incident Report initiated by the first responder.

Note: At any point where there is reason to believe that a student may be in need of protection, as outlined in *Child Protection and Child Abuse Manual: Protocols for School Division Staff* (Manitoba Family Services and Housing), stop gathering information and promptly report to Child and Family Services, the police service, or the nearest medical facility. If unsettling or worrisome behaviour is evident, contact the school counsellor, student support team, school psychologist, or school threat-assessment team (where available). If a criminal offence has occurred, report to the police.

Further information on threat assessment in schools may be found in When Words Are Not Enough: Precursors to Threat: An Early Warning System for School Counsellors *(Manitoba Education, Citizenship and Youth).* <http://www.edu.gov.mb.ca/ks4/specedu/documents.html>

Support the Student Who Was Targeted

It requires courage on the part of a student who has been targeted to report the violent or bullying incident to an adult or to confirm a report made by someone else. Even a short-lived episode of bullying or a single violent incident can leave a student feeling upset and fearful of possible future incidents. The student may need immediate reassurance and safety, as well as long-term support to avoid further victimization.

The suggested process for supporting a student who has been targeted requires first and second responders to work together to do the following:

- Acknowledge the incident; address possible unwillingness to report.
- Gather information about the incident.
- Make a plan for the student's safety; address physical issues.
- Follow up with the student; address emotional issues.
- Consider restorative interventions.

To change any student's negative or hurtful behaviour, we need to be able to make sense of that behaviour from the student's perspective. Once we understand the motivation of the action, it is possible to find alternatives with the student to replace the behaviour with a more positive, socially acceptable response.

Intervene with the Student Who Was Violent or Bullying

A system for responding to students who are aggressive or who bully must take into account the fact that bullying behaviour among young people occurs on a continuum ranging from transient and incidental to a chronic pattern of interacting with others. A single violent incident may be isolated or it may be the starting point for bullying. All students need the guidance of adults in developing the skills necessary for coping with their emotions and getting along with others. While inappropriate or hurtful behaviour must clearly be stopped and prohibited, the ultimate goal of any form of intervention is behaviour change. Behaviour change requires that young people have the opportunity to reflect on their mistakes and to learn alternative, socially appropriate behaviour.

The suggested process for intervening with the student who has been aggressive or who was bullying requires second responders to take the following action:

Level A Response
- **What:** *describe and respond*
- **Who:** *first responder*

Level B Response
- **What:** *describe, respond, confront, and prohibit*
- **Who:** *first and second responders*

Level C Response
- **What:** *describe, respond, confront, prohibit, report, and refer*
- **Who:** *first and second responders plus appropriate referral (such as school counsellor, student support team, school psychologist, threat-assessment team, clinical staff, community agencies, police)*

- Determine the appropriate level of intervention (Level A, B, or C) to use in response to the specifics of the incident based on the nature and frequency of the behaviour and any student-specific needs that may affect behaviour. Consider consequences for the behaviour that encourage communication, develop empathy, promote accountability, and enhance pro-social behaviour.
- Provide an opportunity for the student to learn and practise new behaviour or to change behaviour based on his or her understanding of its impact on others and his or her ability to behave in an alternate way.
- Consider the use of restorative interventions to bring together all parties involved in the incident as a means of resolving the incident and possibly restoring the relationships among those involved. (See Restitution-Based Interventions in the Resources section of this document.)

Respond to Students Who Observe Violence or Bullying

At times, violent or bullying incidents are strongly encouraged, implicitly or explicitly, by those who witness the incidents. In such cases, it is important for the second responder(s) to follow up with those students.

A discussion with those who observe a violent or bullying incident should include the following:

- Have students describe the nature of the behaviour they witnessed and its impact on the student who was targeted.
- Give students an opportunity to reflect individually and as a group about the impact of their behaviour on the incident and on each of the students involved (e.g., "At what point did you make the choice to stay and watch the incident happen?").
- Engage in problem solving with students about what they could have done differently in the situation and what the outcome could have been.
- Consider the use of restorative interventions.

Develop Social Learning Interventions

A social learning intervention is a structured activity or a series of activities, guided and supervised by an adult who causes a student to reflect on his or her behaviour and its impact on others, and to learn alternative, socially acceptable behaviours. Ideally, a social learning intervention engages a student in positive social interactions with her or his peers. It provides the student with the opportunity to do one or more of the following:

- Make a positive contribution to the climate of the school.
- Make reparation for any harm she or he has done.
- Reconcile with the student he or she has mistreated.
- Learn and practise pro-social behaviour.

Employ Restitution-Based Interventions

A growing number of schools are employing restitution-based interventions in violent and bullying situations. These interventions are broadly based on the principles of restorative justice used by the criminal justice system in several countries. Although these initiatives are at an early stage of development, preliminary results indicate that the infusion of these values into whole-school plans for safety and belonging has made a positive difference. Some of the results experienced over the course of one year were reduction in the level of aggressive behaviour at school and overall improvement of the tone of the school environment (Classen).

Restorative interventions are designed to make reparation for damage done once safety issues have been resolved.

*Codes of conduct and disciplinary measures work **in conjunction with, not instead of** restorative interventions.*

A restorative intervention approach views violent and bullying situations as primarily a violation of human relationships, and only secondarily as an infraction of the school's code of conduct. Interventions based on this philosophy are intended to bring together all parties to talk about the situations and to find resolution. Because a student's psychological and physical safety must be of primary concern, these interventions may be used most appropriately when students willingly participate in the process. Adults must be mindful of any power imbalance between the students and make every effort to equalize it.

Strategies consistent with restitution-based interventions are outlined in the Resources section of this document.

Track Violent and Bullying Behaviour

The most basic prerequisite to an effective response to violence and bullying at school is staff awareness of incidents as they occur over time. A simple tracking system enables school staff to do the following:

- Coordinate their response to violent and bullying incidents.
- Ascertain the nature and frequency of violence and bullying at school.
- Identify those students who are engaging in violent or bullying behaviour.
- Determine the level of response/intervention required to help students who are aggressive or bullying to change their behaviour.

- Ensure that the needs of students who have been targeted or affected are addressed.
- Collect data to assess the effectiveness of the whole-school plan.

All Incident Reports should be kept in a single file or binder in the school office. A sample Incident Report is provided in the Resources section of this document.

The Process of Creating a Response Plan

Creating a response plan involves the following process:

- Review the benefits and goals of a comprehensive response plan, as outlined at the beginning of Step 6: Develop a Response Plan. Present these as an introduction to the draft response plan that will be presented to staff.
- Review and discuss the process for first and second responders, as outlined in this document. List roles of first and second responders, noting any alterations deemed necessary for local circumstances. It may be helpful to name specific staff members who are most likely to play each of the identified roles.
- Review and discuss the process for supporting the student who has been targeted in a violent or bullying incident. Discuss and list any changes that may need to be made to present this information to school staff.
- Review and discuss the process for intervening with students who are aggressive or bullying. Discuss and list any changes that may need to be made to present this information to school staff.
- Review and recommend procedures for addressing students who witness violence or bullying.
- Review and discuss social learning interventions. Present this information to school staff for further discussion.
- Present the draft response plan at a staff meeting. Provide opportunities for developing staff commitment to the response plan. Give the staff time to become familiar and comfortable with the levels and types of responses suggested. The planning team may choose to give a brief introduction of the draft response plan at a staff meeting, provide staff with a copy of the draft, and arrange a follow-up meeting to discuss the plan. Following this presentation, the response plan can be finalized.
- Include the response plan as part of the launch of the school plan (see Step 7: Implement and Monitor the School Plan).
- Solicit feedback from all members of the school community regarding their experiences with the response plan.

The Resources section of this document provides detailed information on responding to violent and bullying situations. The planning team may refer to this section throughout the process of developing a response plan.

Action Checklist
Step 6: Develop a Response Plan

This checklist is designed to assist the planning team as it leads the school community through the process of developing a whole-school approach to safety and belonging. Additional information is located in the Resources section of this document.

- ❒ Outline responsibilities of first responder and second responder to violent or bullying behaviour.
- ❒ Detail guidelines and procedures to support students who are targeted in violent or bullying behaviour.
- ❒ Detail guidelines and procedures for responding to students who are aggressive or who bully.
- ❒ Detail guidelines and procedures for responding to students who witness violence or bullying.
- ❒ Identify social learning interventions.
- ❒ Identify restorative interventions.
- ❒ Detail guidelines and procedures for tracking incidents of violent or bullying behaviour.

_____

_____

_____

Person Responsible

- ❒ Provide opportunities for staff commitment to the response plan. _____
- ❒ Include the response plan as part of the launch of the school plan. _____
- ❒ Solicit feedback from staff and students regarding their experiences with the response plan. _____

Step 7: Implement and Monitor the School Plan

- Inform school staff of the plan for a whole-school approach to safety and belonging.
- Inform parents of the plan for a whole-school approach to safety and belonging.
- Conduct a school assembly to launch the school plan.
- Keep the school plan alive through classroom activities and through school-wide activities.
- Identify strategies to monitor the success of the school plan.

Promote the School Plan

In the implementation phase, the plan for a whole-school approach to safety and belonging is brought to life and is communicated to the school community. The school plan includes

- a school pledge
- a supervision plan
- a response plan

Launching the school plan requires the involvement of the entire school community—students, staff, and parents. Launching the plan should reflect the amount of effort that has gone into creating the school plan. Holding a school assembly is an effective way to unveil the school plan with appropriate focus and attention.

The planning team will need to determine the best means and format for communicating each part of the school plan. The response plan must be thoroughly understood by all members of the school community. It may be most efficient to outline the details of the response plan during staff meetings and in classrooms, and focus the launch assembly on the issue of safety and belonging, its relationship to preventing violence and bullying, and the school's commitment to positive change.

Inform Staff of the School Plan

Prior to the launch, inform staff of the school plan. This can be done in a staff meeting specifically arranged for that purpose, or as a component of a regular staff meeting. It is essential to the success of the school plan that all staff members are present at the meeting. Educational assistants, office staff, clinicians, bus drivers, and custodial staff must be familiar with the plan, as well as teachers and administrators.

Consider distributing written summaries of the plan a day or two prior to the staff meeting. Ask staff members to read the summaries and come to the meeting with questions or comments. Or, post the school pledge in the staff room a few days ahead of the planned meeting, giving people an opportunity to read and think about it. Communicate with bus drivers, itinerant staff, or clinical staff through email, fax, or mail. Encourage staff to record comments and submit them to the planning team.

During the staff meeting, keep the presentation of the school plan brief and allow time for questions. Consider adding a practical activity to the meeting. For example, prepare index cards with typical violent or bullying scenarios that school staff might encounter. Have small groups examine a scenario and comment on what their response would be, given the context of the school plan.

Inform Parents of the School Plan

The plan for a whole-school approach to safety and belonging must also be presented to parents. The planning team may choose to report the plan to parents through a meeting, through the school newsletter, or by inviting parents to attend the launch at the school assembly.

If the school plan is communicated to parents through a separate meeting, it can follow a similar format to that of the staff meeting, making written materials available and presenting key concepts. Consider the following:

- Include general information gleaned from the student survey process. Explain what response is being taken in relation to the key themes generated by the surveys.
- Make handouts available. Develop a list of ways in which parents can help.
- Communicate the school's procedure for informing parents when their children are involved in a violent or bullying incident (e.g., by telephone, letter, meeting).
- Provide translations, where possible, to aid in clear communication.
- Keep the presentation simple and clear.

Parents play a key role in supporting and assisting in the implementation and monitoring of the school plan by reinforcing the school's expectations at home. Parents will continue to be involved in the plan for a whole-school approach to safety and belonging, based on a general interest and concern for the school and a particular interest for the well-being of their own children. Thus, it is important that parents understand the meaning of the school pledge and are clear about the school's plan for responding to violence and bullying.

Build and Maintain Commitment to the School Plan

The School Assembly

By conducting a special assembly to launch the plan for a whole-school approach to safety and belonging, the school adds commitment and momentum to the plan. The assembly can be modelled on the inauguration of public health campaigns (such as bicycle safety, anti-smoking, or addictions awareness campaigns), promoting the objectives of the school plan. The effort expended on the launch day underscores the importance of the plan to the school.

In preparation for the school assembly, consider the following ideas:

- Invite motivational speakers to deliver keynote speeches.
- Unveil the school pledge.
- Give individual students or classes responsibility for preparing banners and decorating the school halls and the assembly venue.
- Have students plan, write, rehearse, and deliver the assembly.
- Combine the launch of the school plan with the beginning of School Safety Week (October), World Peace Week (November), or Bullying Awareness Week (November).
- Conduct workshops for multi-grade groupings, offering sessions that address related topics such as the following: What Is Bullying? Helping Yourself in Bullying Situations. Standing up for Others. Include role-play, cooperative games, and active or entertaining presentations.
- Include fine arts displays linked to the event by complementary themes, such as respecting diversity, the power of one, and building community.
- Invite Senior Years students to participate in Middle and Early Years schools, thus strengthening links with school communities and highlighting youth as community resource people.
- Invite Early and Middle Years students to participate in Senior Years schools to highlight the impact of violence and bullying on people of all ages.
- Introduce new or recognize existing conflict-manager, peer-helper, or peer-mediation programs.

Make a deliberate plan to include a variety of students in the school assembly. It is important that students perceived as belonging to traditionally elite groups such as sports teams, cheerleading squads, and student councils are not over-represented and that students perceived as belonging to fringe groups or loners are not under-represented in the planning and performance of the event. The process of organizing the school assembly should model the message of the school assembly: a *whole-school* approach to *safety* and *belonging*.

Explore various opportunities to involve students in launching the school plan. Through classroom-based instruction, students can create and display posters or murals, present skits, and so on (see Suggestions for the Classroom in the Resources section). In addition, it may be appropriate to have older students take a leadership role in presenting the school plan to younger classes. Opportunities for students to be actively involved in the development and implementation of the violence and bullying prevention initiative will contribute to the success of the program and to the well-being of the school community.

Keep the School Plan Alive

Once the school plan has been launched, additional energy will be required to monitor and maintain the plan. This is a natural point at which to recruit new membership on the planning team. The following suggestions may be useful in maintaining the school's commitment to the school plan:

- Conduct a "Where are we with the plan?" staff check-in at the beginning of each school year or term. Ensure that any new staff members are familiar with the school's approach to safety and belonging.
- Ensure that the whole-school approach is incorporated as part of any school-wide or classroom-based discussion of expectations for student behaviour.
- Discuss the plan as part of a Parent Advisory Council meeting at the beginning of the year and/or include it in the school newsletter. Encourage ongoing parent dialogue on the issue of safety and belonging. Provide periodic updates throughout the year.
- Provide information on safety and belonging in each issue of the school newsletter and/or devote a single issue of the newsletter to introducing the whole-school approach to safety and belonging. Include students' writing, cartoons, or artwork pertaining to violence and bullying prevention.
- Provide information on the school's safety and belonging program to the parents of all children entering Kindergarten and transferring from other schools.
- Add books and videos on violence and bullying prevention to the parent lending library and encourage parents to borrow these resources.
- Contact the local library to recommend resources for parents and children on safety, belonging, friendship, violence, and bullying.
- Add information about the whole-school approach to safety and belonging to the school's website.
- Look for opportunities to connect with other schools in the area that are implementing similar programs.
- Display students' posters on safety and belonging in entrance halls and outside classrooms, particularly at times when family events are happening at school. Public places such as libraries, friendship centres, seniors' complexes, and community clubs may also be approached to showcase student work on this topic. Hold an open house at which students' creative work related to safety and belonging is displayed, and have students read their poetry, short stories, or chapter books, or demonstrate some of their knowledge, skills, and attitudes through drama, videotape, or puppetry.
- Develop a safety and belonging brochure. Distribute copies of the brochure to parents.
- Create a multimedia presentation for use at an open house at the school, or at a meeting of the Parent Advisory Council, the Board of Trustees, or the Chamber of Commerce.

Monitor the School Plan

By periodically reflecting on the current status of the school plan, the planning team can determine which components of the plan are most successful and which components need to be adjusted. The following strategies can be used to assist schools in ensuring the plan remains relevant and effective over time:

- Track the number of Incident Reports in the office. Have they increased or decreased over the last month? The last six months? The last year? Remember that a surge in the number of reported incidents is expected at first because students feel staff will now assist them. Therefore, don't look at any increase as a sign of failure; rather, try to look at the type of incident being reported and then follow up to see whether more students are being assisted.
- Conduct the student surveys periodically (e.g., once a year). It is advisable not to conduct them at the beginning of the school year, as bullying is often more frequent over time. To obtain a more accurate picture of the incidence of violence and bullying, conduct the surveys at the same time as they were conducted in the launch year.
- Encourage staff to maintain a violence and bullying journal, recording incidents as they become aware of them. Staff can share their findings at a special staff meeting. Remember to maintain confidentiality.
- Bring students together for small-group discussions of violence and bullying. Use multi-grade student groups as an informal or formal assessment of how students seem to be coping. Report the findings to school staff and to parents.
- Track reports and concerns from parents. This will help determine whether or not the number or type of violent or bullying behaviours that parents notice is increasing or decreasing. Report this information to staff.
- Discuss safety and belonging regularly at staff meetings. The following guiding questions might be used to start the discussion:
  - What are the most successful parts of the school plan for safety and belonging?
  - What might we need to adjust?
  - What factors are keeping people motivated?
  - Has there been a noticeable difference in the relationship among the students?
  - Have perceptions changed among staff, students, and parents with regard to violence or bullying?
  - Are additional training opportunities required to strengthen the understanding or skills of teachers, students, and parents related to preventing violence and bullying?
  - How do we reinforce and maintain our success in our whole-school approach to safety and belonging?
  - Have we noticed any changes in the areas where violence or bullying takes place?
  - How can we share what we have learned with other school communities?

Only when students believe that staff will help stop bullying and violence do they begin to report hurtful incidents. Initially, as the school climate becomes increasingly more positive, the number of Incident Reports will increase. ***It is not that the incidents have increased. It is that students now feel comfortable in reporting what they have silently experienced.*** *Over time, and with a safety and belonging plan, this surge in negative reporting is replaced by a surge in reporting positive events.*

Action Checklist
Step 7: Implement and Monitor the School Plan

This checklist is designed to assist the planning team as it leads the school community through the process of developing a whole-school approach to safety and belonging.

❒ Inform staff of the whole-school approach to safety and belonging.

When	Who	How
_____	_____	_____

❒ Inform parents of the whole-school approach to safety and belonging.

When	Who	How
_____	_____	_____

❒ Determine the format and activities for the school assembly.

Activity	Person Responsible
_____	_____
_____	_____

❒ Determine strategies for keeping the school plan alive.

Activity	Person Responsible
_____	_____
_____	_____
_____	_____

❒ Determine strategies for monitoring the school plan.

Activity	Person Responsible
_____	_____
_____	_____
_____	_____

CONCLUSION

A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying outlines a flexible program that allows schools to address issues unique to their populations and contexts in a timeframe that aligns with other school-based learning plans.

Each step of the program aligns with pre-existing structures and curricular outcomes regularly used in planning and education in Manitoba schools. Suggestions for activities are broad, allowing for adjustments based on general and specific population attributes, time factors, student-specific needs, and any parallel violence and bullying prevention programs already in place.

Most importantly, the whole-school approach to safety and belonging focuses on a climate in which students learn best and on the motivations behind behaviour. Based on information gleaned from data collected from the unique school context and using positive learning and restitution-based models, the whole-school approach offers meaningful involvement for students, parents, and school staff in contributing to a safe and caring school community.

RESOURCES

RESOURCES

The following resources are provided to support planning teams in developing and implementing a whole-school approach to safety and belonging:

- Restitution-Based Interventions
- Incident Report (Sample)
- Violence and Bullying: Turn around Negative Behaviours in the Classroom
- Targets: Prevent Students from Becoming an "Easy Mark"
- Bystanders: Turn Onlookers into Bully-Prevention Agents
- Locations: Transform Schools from Bully Havens to Safe Havens
- Common "Hot Spots" for Negative Behaviours
- Internet Safety
- Sample Whole-School Activities
- Suggestions for the Classroom: Early Years
- Suggestions for the Classroom: Middle Years
- Suggestions for the Classroom: Senior Years
- Safe at School: A Game for Stopping Bullying
- Sample Student Survey
- Sample Letter to Parents/Guardians
- Sample Activities for Parent Advisory Council Meeting
- Sample Timeline of Activities for Implementing the School Plan
- Canadian Criminal Code—Criminal Harassment
- Supportive Classroom Resources

Restitution-Based Interventions

Definition of Restitution

What Does Restitution Mean?

Restitution—creating conditions for a person to

- fix mistakes
- return to the group
- become stronger

Examples of restitution statements are:

- "It's okay to make a mistake."
- "You're not the only one."
- "Could you have done worse?"
- "Can you do better? Do you want to?"
- "How can you fix it?"

Effective Restitution

What Is a Good Restitution?

Restitution is effective when it has positive results, such as the following:

- **Repairs** the immediate wrong.
- **Stabilizes** the wrongdoer.
- **Meets the need** of the person(s) hurt.
- **Focuses** on **meeting the need of the wrongdoer**.
- **Collapses conflict** with a win-win solution.
- **Explores** what the person could have done worse.
- **Strengthens** the offenders when they learn new skills.
- Ties the restitution to the **belief** we've developed.
- **Returns** the person to the group, restoring relationships and offering help or learning to the group.
- Focuses more on how the person is going to **be** than on what action the person will do.
- Is **creative**, not repetitive. It results in something that wasn't there before.
- **Redesigns** the system to deal with the presenting problem at its root, the underlying cause.
- **Evolves** us as human beings—in the best of cases.

What Is a Good Restitution? Copyright © Diane Gossen. Adapted, by permission, from Diane Gossen on Restitution: <http://www.realrestitution.com/>.

Thirty-Second Interventions

Is what you're doing now okay?

What's your job now?

When will you be ready to start?

What can I do to HELP you so you can...?

What's the Rule? What are you supposed to be doing?

It looks as though you have a problem. How can I help you solve it?

Do you want to figure out a better way? How can I help you?

Is what you're doing now helping or hurting the situation?

Thirty-Second Interventions: Copyright © Diane Gossen. <http://www.realrestitution.com/>. Adapted by permission.

Sample Restitution Lesson

Course: Restitution **Lesson:** Social Contracts

Learning Outcomes

- Students will be able to create a social contract for their classroom.

Assessment

- Students will demonstrate an understanding of the social contract by making responsible choices.

Flexible Grouping

- Small groups and whole class

Activating Strategies: Preparing for Learning

- Brainstorm rules that students have at home. Write responses on chart paper.
- Move to classroom rules. What rules do you think we need to have in the classroom?
- Look at the home rules and the classroom rules. Are some the same?

Acquiring Strategies: Integrating and Processing Learning

- Create a Y-Chart of what we want our classroom to be like (What Our Quality Classroom Looks Like/Sounds Like/Feels Like).
- You may want to create a Y-Chart of what we do not want our classroom to be like (does NOT Look Like/Sound Like/Feel Like).
- Students create a belief statement for their classroom, based on What Our Quality Classroom Looks Like/Sounds Like/Feels Like.
- Lead a placemat activity on developing classroom rules, using a Think-Pair-Share strategy.

Applying Strategies: Consolidating Learning

- All members of the classroom sign the classroom contract.
- Students participate in role-play on what this contract would look, feel, and sound like. Create a picture, song, or rap/motto that illustrates your class agreement.

Learning Resources

- Available online—Diane Gossen on Restitution: <http://www.realrestitution.com/>

Different Ways of Learning

- Auditory, Visual, Kinesthetic, Interpersonal, Intrapersonal, Musical

Home Connections

- Copy of the classroom contract will be sent home for the parents, students, and teacher to sign for the students' portfolios.

Sample Restitution Lesson: Copyright © Ruth Hargrave and Audrey Siemens. Louis Riel School Division, Resolving Conflict Using Restitution: <http://lrsd-restitution.net/LessonPlans/Social%20Contract.htm>. Adapted by permission.

Incident Report (Sample)

Complete a report for all incidents on school property. Retain a copy of the report in the administration office or the central e-file. Insert a copy of the Incident Report in the student cumulative file.

DATE AND TIME OF INCIDENT

Date of incident:	Time of incident:

TYPE OF INCIDENT

- ❒ Accident
- ❒ Medical event
- ❒ Bullying
  - ❒ Intimidation/harassment
  - ❒ Electronic (computer/text messaging)
- ❒ Threat
- ❒ Property or equipment damage
  - ❒ Graffiti
  - ❒ Breakage
- ❒ Violence
  - ❒ Verbal (spoken/written/drawn/signed)
  - ❒ Physical

REFERRAL

- ❒ None required
- ❒ RCMP/police
- ❒ Ambulance/hospital
- ❒ Administration
- ❒ First responder—no referral (bullying)
- ❒ Second responder (bullying)
- ❒ Threat-assessment team (threat)
- ❒ School psychologists/social worker
- ❒ School counsellor
- ❒ Behaviour specialist
- ❒ Student support team
- ❒ External agency _____

DATE AND TIME OF REFERRAL

Date of referral: ❒ No referral required.	Time of referral:

PERSON(S) INVOLVED OR AFFECTED

Last name:	
First name:	
Date of birth:	Homeroom:
Other person(s) involved:	

NARRATIVE DESCRIPTION OF THE INCIDENT

Were there visible injuries or complaints of pain? ❒ Yes ❒ No	If yes, describe injuries/complaints:

SIGNATURES

First responder name (printed):	Second responder name (printed):
First responder signature:	Second responder signature:

(continued)

Incident Report (Sample) *(continued)*

NARRATIVE DESCRIPTION OF ACTIONS FOLLOWING THE INCIDENT		
Date	**Time**	**Action**

Violence and Bullying: Turn around Negative Behaviours in the Classroom

Because bullying is a covert activity, adults seldom see it in progress. It is usually the aftermath of bullying that teachers notice. All segments of the school community must work together to assess the scope of the bullying that is occurring in order to begin the process of turning around negative behaviour.

Assess the Extent of Violence and Bullying

By pooling information collected through direct observation, conversations with other staff, student surveys, and Incident Reports, teachers can get a good idea of the amount and severity of violence and bullying in their classrooms. To assess violence and bullying among students more accurately, a teacher may do some of the following:

- Drop by unexpectedly to observe your class in a less-structured situation (e.g., at lunch, on the playground). Watch for patterns of bullying by individuals or groups of students. Signs of *direct* bullying could include pushing, hitting, or kicking. Also be on the lookout for prolonged teasing, name-calling, and other forms of verbal harassment. If you should overhear students gossiping about a classmate or see evidence that an individual has been excluded from a group, these may well be signs of *indirect* bullying. Note the names of students who appear to be instigators of bullying, as well as those who seem to be victims.
- A single teacher alone is not likely to see enough student behaviour to be able to pick out accurately all the students who bully or who are affected by bullying in his or her own classroom. Ask other school staff who interact with your students (e.g., other subject area teachers) whom they may have observed bullying or being targeted within your class or in other classes in the same grade. Note the students whose names keep coming up as being suspected of bullying or being targeted by others. Closely monitor students thought to be acting aggressively to ensure that they do not have opportunities to target others.

Confront Students Engaged in Bullying in a Firm but Fair Manner

Students who bully others are often quite skilled at explaining away situations in which adults have caught them. When confronted, they may say, for example, "I was just kidding around." or "Nothing happened."—even when the evidence clearly suggests otherwise. You can avoid disputes with students by adopting the "I-centred" rule for evaluating misbehaviour:

Violence and Bullying: Turn around Negative Behaviours in the Classroom—Source: Wright, Jim. *Preventing Classroom Bullying: What Teachers Can Do*. 2004. 27 June 2005 <http://www.interventioncentral.org/download.shtml>. Copyright © 2003 Jim Wright. Adapted by permission of the author.

- Tell the student that it offends or bothers you when you witness certain kinds of hurtful student behaviours (e.g., teasing, name-calling) in your classroom. Emphasize that when you see such behaviour occurring, you will intervene, *regardless* of whether the offending student *meant* to be hurtful.
- When you confront a student for bullying, do so in private whenever possible. A private discussion will reduce the likelihood that the confronted student will "play to the audience" of classmates and become defiant or non-compliant. If you must call a student on his or her bullying behaviour in public, do so briefly and in a business-like manner. Then arrange to have a private discussion with the student at a later time to discuss the bullying incident in greater detail.
- If the hurtful behaviour persists in your classroom, find an adult in the school with whom the student who bullies has a close relationship. Enlist that adult to sit down with the bullying student to have a "heart-to-heart" talk. The adult should be willing to discuss with the student the problems created by his or her bullying behaviour, to express disappointment with the student's conduct, and to encourage the student to stop his or her aggression or bullying. This conference is not intended to be punitive. However, at the end of the talk the student should feel that, while he or she is valued, the negative *behaviour* hurts and disappoints those who care about the student.
- For students who have difficulty controlling behaviours or learning appropriate behaviours due to special needs, enlist the help of the student support team to provide suggestions for learning different, more acceptable behaviours.

Targets: Prevent Students from Becoming an "Easy Mark"

Students who are chronically bullied are often deeply unhappy in school and often find themselves socially rejected by their classmates as a result of the bullying and their response to it. Teachers are likely to see another "hidden" cost of bullying: as students are targeted, their grades frequently suffer.

Help the Targeted Student Develop Positive Connections with Others

When choosing a target, students who bully typically choose students who have few or no friends. If a student has at least one significant friend in school, he or she is less likely to be bullied—and is usually better able to cope with the effect of bullying when it occurs. The teacher's goal, then, is to strengthen the social standing of the targeted student with classmates and other students and adults in the school. As people in the school community develop more positive connections with the targeted student, they may be willing to intervene to prevent further bullying.

Consider using strategies such as the following to promote positive connections between the targeted student and other students or adults:

- Teach younger students basic social skills, such as how to invite a classmate to play a game or to seek permission from a group of people to join in an activity.
- Teach older students the nuances of social behaviour, such as how to detect manipulation or intimidation, subtle problem-solving skills (e.g., how to say "no" without losing face, how to join a group activity).
- Pair students off randomly for enjoyable, interactive learning or leisure activities. These "accidental" pairings give students a chance to get to know each other, practise social skills, and "trigger" friendships. Consider changing classroom seating arrangements to foster new relationships.

Targets: Prevent Students from Becoming an "Easy Mark"—Source: Wright, Jim. Preventing Classroom Bullying: What Teachers Can Do. 2004. 27 June 2005 <http://www.interventioncentral.org/download.shtml>. Copyright © 2003 Jim Wright. Adapted by permission of the author.

Teach Assertiveness Skills

After a student has been repeatedly targeted, he or she may find it very difficult to "stand up" to the aggressor. One explanation for the power differential is that the aggressor has learned to target someone's specific vulnerabilities. If the targeted student then starts to resist, the aggressor is emboldened to attack the student persistently (e.g., through teasing, social ostracism, or physical harm) until he or she is again overwhelmed and defeated. At the point where it has become chronic, bullying can be so ingrained that only decisive adult intervention can free the targeted student from this abusive relationship.

When a student who is preparing to bully first approaches and attempts to dominate someone, however, the targeted student still has room to manoeuvre and may successfully fend off bullying behaviour by using basic assertiveness skills. The aggressor's goal is to exploit any perceived weakness(es) in order to gain dominance over the targeted student. If the student being targeted maintains his or her composure, stands firm, and continues to behave appropriately even when provoked, the aggressor will find that the supposed target is not as weak as he or she first thought.

Educators can teach students simple assertiveness rules, such as these:

- Respond to taunts, insults, or teasing with a bland response ("Oh." "That's your opinion." "Maybe.") Don't let those who are bullying you see that they have upset you.
- Get away from the situation if you start to get very angry.
- Say "no" firmly and loudly if you don't want to do something that someone tells you to do. Stand straight up and look that person in the eye when you say it.
- Refuse to let others talk you into doing something that you will be sorry for—even if they dare you.
- Report incidents of violence or bullying to adults.

Be sure that students do not confuse *assertiveness* with physical or verbal *aggression*. Even if a student is not entirely successful in using assertiveness skills during a particular bullying episode, that student might still manage to stop the bullying from becoming chronic by showing that he or she is not an "easy mark."

Bystanders: Turn Onlookers into Bully-Prevention Agents

Most students in a classroom or school do not bully others regularly and are not victimized by people who bully. A common misconception about these student "bystanders," though, is that they typically remain neutral or try to support the targeted person when they see bullying occurring. Unfortunately, the truth is that students who observe bullying are much more likely to encourage or assist the student who is bullying than to attempt to help the person being bullied. With appropriate instruction and guidance, however, bystanders can be empowered to take an active role in preventing bullying from occurring and to report bullying to adults when it does take place.

To "win over" bystanders as bully-prevention agents, the teacher should do the following:

- Make bystanders aware that their own behaviour can encourage or discourage bullying.
- Teach skills that bystanders can use to intervene when they witness bullying.
- Hold bystanders accountable for their behaviour in bullying situations.
- Structure classroom and school-wide activities to encourage bystanders to develop positive relationships with students who seem vulnerable to being bullied.

Train Students to Play an Active Role in Intervening in Bullying

An effective way to reduce bullying is to teach bystanders that they can (and should) intervene to support the student who is being bullied when they witness an incident. Consider the following suggestions for helping students become proactive "bully-prevention" agents:

- Draw a distinction for students between tattling and telling:
  - — *Tattling* occurs when a student tells an adult what another student did simply to get him or her into trouble.
  - — *Telling* occurs when a student tells an adult what another student did simply to get someone OUT of trouble. Telling should occur when a student's actions were unsafe or hurt another person.

Bystanders: Turn Onlookers into Bully-Prevention Agents—Source: Wright, Jim. *Preventing Classroom Bullying: What Teachers Can Do*. 2004. 27 June 2005 <http://www.interventioncentral.org/download.shtml>. Copyright © 2003 Jim Wright. Adapted by permission of the author.

- Invite individuals in your school who are trusted adults (e.g., school principal, school counsellor, school psychologist, social worker) as visitors to your classroom. Tell students that these people are additional staff members to whom students can safely report incidents of violence or bullying. Allow each visitor several minutes to introduce himself or herself and to tell students how they can get in touch with them to report bullying or other issues of concern.
- Have groups think of positive ways in which students could respond if they witness bullying and list those ideas on the classroom board. (Tip: You may want to have students take the best of these suggestions and turn them into colourful posters to be displayed.)

Build "Bonds of Caring" between Bystanders and Potential Targets

When bystanders already know, and have a positive attitude toward, a student who is being picked on, they are more likely to attempt to help the targeted person than to support the one who is bullying. Here are some ideas that teachers can use to build bonds of caring between bystanders and potential targets:

- When students transfer to a different classroom or school mid-year, they may have few friends in the new setting and, therefore, may be an easy mark for students who bully. To help these transfer students to develop relationships more quickly, create a "welcome committee" of students whose task is to orient the new students to the school and to provide them with social companionship for the first several days.
- Older students often select younger students as targets for bullying. One proactive strategy to "energize" student bystanders to intervene whenever they witness younger students being bullied is to promote positive relationships between older and younger students. Consider using peer helper programs or Senior Years student reader programs that encourage students to recognize their role as positive models.
- A subtle form of bullying can occur when students in a group or classroom decide to ostracize a student socially. To guard against group bullying, assign a student to serve as a "group ambassador" whenever you form student groups for a learning activity. The group ambassador is responsible for greeting anyone who joins the group, ensuring that all members understand how they can participate in group activities, and giving additional support and guidance to any student who needs it. Just as teachers teach other group roles, such as recorder and reporter, so they can teach and reinforce the role of ambassador.

Locations: Transform Schools from Bully Havens to Safe Havens

Level A Response
- **What:** *describe and respond*
- **Who:** *first responder*

Level B Response
- **What:** *describe, respond, confront, and prohibit*
- **Who:** *first and second responders*

Level C Response
- **What:** *describe, respond, confront, prohibit, report, and refer*
- **Who:** *first and second responders plus appropriate referral (such as school counsellor, student support team, school psychologist, threat-assessment team, clinical staff, community agencies, police)*

Use Strategies to Make Locations Less Attractive to Those Who Bully

After you have identified locations in and around your school where violence and bullying tend to occur, you can take simple but effective steps to make these locations less "friendly" to bullying. Consider using strategies such as the following:

- Perhaps the most effective way to decrease bullying is to increase the level of adult supervision in hallways, stairwells, and other settings where bullying is frequently reported—and during the time(s) when it is most likely to happen.
- Help all staff, including educational assistants and office staff, to learn the names of students. Adults can intervene far more effectively in bullying situations when they know the names of the students involved.
- Separate older and younger students when they are in less-supervised settings (e.g., playgrounds) to prevent older students from targeting younger ones.
- Train educational assistants and other support staff (including school custodians, bus drivers, and office staff) to intervene promptly when they see bullying, or suspected bullying, occurring in their vicinity, and consistently use the protocols of first and second responders.
- Change your classroom layout or rearrange seating to eliminate any "blind spots" where students can act outside your view. Circulate frequently throughout the classroom so that you can easily monitor student conversations and behaviour.
- Have classrooms "adopt" stretches of public space in your school (e.g., hallways, open areas) by agreeing to help keep that space used, attractive, and clean (e.g., post safety and belonging artwork, welcome visitors, complete brief small-group work assignments). When the classroom asserts ownership over a public space, it conveys the impression that the space is cared for and watched over, serving as a kind of extension of the classroom itself. As the public space ceases to be anonymous and impersonal, students who bully no longer have the assurance that they can operate in that location unseen and unnoticed.

Locations: Transform Schools from Bully Havens to Safe Havens—Source: Wright, Jim. *Preventing Classroom Bullying: What Teachers Can Do.* 2004. 27 June 2005 <http://www.interventioncentral.org/download.shtml>. Copyright © 2003 Jim Wright. Adapted by permission of the author.

Common "Hot Spots" for Negative Behaviours

Physical Bullying

Common locations include

- unsupervised/under-supervised areas
- playgrounds/sports fields
- washrooms
- hallways/lockers
- stairwells
- bus loading/unloading sites
- immediate vicinity of school parking lot
- immediate vicinity of portable classrooms
- cafeteria/lunchroom
- routes to/from school

Electronic Bullying

- chat rooms
- digital telephone cameras
- personal websites
- instant messaging

Harassment and Intimidation

- gymnasium/change rooms
- washrooms
- water fountains
- cafeteria/lunchroom
- classroom settings
- school dances
- field trips
- online messaging and videophones
- Internet chat rooms
- hallways/lockers
- entrances to school
- routes to/from school

Violence

- unsupervised/under-supervised areas
- playgrounds/sports fields
- hallways/lockers
- stairwells
- less populated entrances to school
- immediate vicinity of school parking lot
- immediate vicinity of portable classrooms
- routes to/from school

Internet Safety

The Internet is a great tool and cruising through cyberspace can be a lot of fun! Instant messaging, blogging, email, web pages...there are lots of things to see and do online. Using the Internet safely is easy when you think smart. Using these tips and your common sense will help keep you safe online. Tell your parents about anything strange or unusual that happens while you are using the computer.

Personal Identification

Do you know who's visiting your website? Criminals use the Internet to identify their targets. They collect their information from more than one source, so the more sites you enter personal information on, the easier it is for predators to find you. Blogs and personal web pages are a great place to post your opinions and experiences but often contain too much information about you.

Tip: Whether you're designing your own site or visiting someone else's, remember never to post or give out

- photos of yourself
- your home address or telephone number
- information about the school you attend

Chat Rooms / Instant Messaging

Keeping in touch with your friends is important and IMing/chat rooms let you do that without tying up the phone. It is important to remember though that predators regularly monitor open chat rooms on Yahoo, ICQ, and other chat programs. If you find yourself talking to strangers on the Internet, you are at risk. **Remember, anyone can pretend to be someone else online!**

Tips:

- Always know whom you are talking to.
- Don't chat or talk with strangers.
- Never agree to meet a stranger you've met online or give a stranger your address/ telephone number.
- Report all unusual or uncomfortable events to your parents.

Gossiping in chat rooms or through instant messaging can be dangerous and hurtful. If you find yourself drawn into a negative conversation about another person or about yourself, remember that anyone can save and share the messages with strangers on the Internet. This is also true of digital photos that are transmitted.

Tips:

- State that you will not participate in the conversation.
- Sign out/log off.
- Report the event to your parents.

Web Cams

Your Web Cam may be providing more information about you than you know! Predators often collect photos of children to share with other predators. These photos can spread quickly over the Internet and items in your room may even provide clues about who you are and where you live.

Tip: Never send photos of yourself to people you do not know.

File Sharing

Many students use Kazaa, Morpheus, and other programs to share files and music. You can receive some nasty viruses and trojans from other users and may lose control of or damage your computer because of this.

Tip: To avoid this, do not accept files from people you do not know.

Email

Email messages can also have viruses so it is important to protect your computer by keeping an antivirus program running– don't forget to update it regularly!

Tip: When checking your mail, scan the from line and don't open or respond to email from people you don't know.

Net Lingo

Beta – This is a test version, usually of software, made available to people. It's not the final product but helps people who use it to see if they might like to buy it when the final version is released.

Blog – A blog is a web journal or diary. Bloggers share information, opinions, and ideas usually on topics important to them. They can be updated daily, weekly, or monthly.

Data Mining – This is done by software that collects information on a subject or person from all over the Internet. You could be targeted with spam using data mining by a company who thinks you might want to buy their product, or predators could use this to collect personal information about you.

Emoticons – These symbols are used as a shortcut to express feelings. Some are made with a combination of keyboard letters and symbols, or you can download small cartoon faces with different expressions. Happy :) Sad :(Surprised :O Sticking out your tongue :p

IM – Instant messaging is software that lets you chat with friends online. You can type a message and your friend receives it on his or her screen as soon as you press the return button.

Netiquette – This is a term that describes the etiquette used on the Internet. Being polite online is as important as being polite in person.

Spam – This is the Internet version of "junk mail." It's email sent to you without your consent, usually advertising a product or website.

A site like www.NetLingo.com can provide you with meanings for a long list of Internet words.

Royal Canadian Mounted Police / Gendarmerie royale du Canada

RCMP Technological Crime Unit

Canada

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Sample Whole-School Activities

Activity Suggestions for Safe Schools Week

Consider activity suggestions such as the following for highlighting safety and belonging during a one-week celebration:

- Poster campaign (e.g., posters may be displayed in the school and community)
- Ribbon campaign (e.g., coloured ribbons for awareness may be worn throughout the week)
- New friend activities (e.g., an outreach campaign—at the Senior Years, this may include volunteer activities during recess at an Early and/or Middle Years school or at a local seniors' complex; at the Early or Middle Years, this may be classroom-based or school-based)
- Random acts of kindness
- Friendship tree (e.g., each leaf has the name of a student with a pro-social skill) or belonging jar (e.g., one jelly bean for each student nominated for an act of belonging—a full jar of beans is awarded to the classroom/homeroom with the most nominations)
- Classroom collaborative murals
- Collaborative activities/group work as focus of instructional mode in classrooms
- Community service within the school
- Community awareness and outreach campaigns
- "Caught You Caring" campaign (e.g., food bank/unwrapped gift donations, reading to young children, peer helpers)
- Cooperative games during intramural activities (e.g., "wacky" relays, classroom caring challenges)
- Open house for the community highlighting the positive community attributes as described, videotaped, drawn, or written by students
- "Proud to Be Me" campaign
- Public service announcements and commercials
- Positive Thought of the Day
- Fundraisers for Peace
- Debates (e.g., Be it resolved that safety and belonging are possible only with strict rules. / Be it resolved that any student who breaks a school rule should be expelled. / Be it resolved that students should be empowered to vote on issues related to peace and safety in the world.)

Ideas for the School Assembly

- Invite a motivational speaker.
- Organize skits, puppet shows, readings, songs, and dances to showcase safety and belonging.
- Include classroom presentations (e.g., a variety show of caring from all grades).
- Develop a multimedia presentation on the power of youth to make a difference in the world (Senior Years).
- Organize a peace symposium that combines school, home, and community activities and speakers.

Suggestions for the Classroom: Early Years

Module A: Define Bullying and Violence and Define Safety and Belonging

- Create scenarios for discussion.
  - — Is it bullying when...?
  - — What do friends do when...?
  - — What can I do when...?
  - — Who is a helper I can turn to...?
- Dramatize friendship skills.
  - — Practise positive behaviours by pretending (e.g., kindness, helpfulness).
- Create safety and belonging pictures (from magazines) on index cards.
  - — Students form small groups and then select a card that provides the visual cue for a brief skit that shows the effects of violence or bullying on people's feelings. The class discusses helpful things students could do to help the people in the skit.
  - — Alternative: Invite Middle Years students to present their skits to the Early Years class.
- Develop artwork.
  - — Paint helping pictures.
  - — Create classroom murals depicting belonging.
  - — Create thematic collages.
- Learn the difference between *tattling* and *telling*.
- Talk about how *bullying* is different from *assertive behaviour*.
- Imagine a school without bullying and violence.
  - — Use chart paper to make a list of what students imagine a bullying-free school would feel and look like. What would you hear? What would you see? How would you feel?
  - — Create friendship chains for the classroom. Students print their names and their favourite things on construction paper (10 cm x 30 cm) that is then looped to form the links of a chain.
- Select learning activities from the physical education/health education curriculum:
  - — Highlight Jar (Grade 1, page 84)
  - — Fair Play for Kids (Grade 1, page 98)
  - — Don't Be a Bully! (Grade 3, page 74)
  - — Blanket Catch (Grade 3, page 92)

  See *Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Training and Youth).

Module B: Examine and Contribute to the School Plan

- Talk about and display student suggestions for increasing safety and belonging.
- Talk about and practise school safety rules (use make-believe play or puppetry).
- Share ideas about what students can do to be safe if bullying happens to them or someone they know.
- Practise friendship skills.
- Use puppets in make-believe situations or use video clips from popular cartoons to help students understand feelings of loneliness, hurt, fear, and power.
- Teach and practise ways that students can learn to get along with each other.
- Teach and practise ways to ask for help.
- Create a school pledge.
- Select learning activities from the physical education/health education curriculum:
  - Understand the Steps in a Conflict-Resolution Process (Grade 3, pages 102 and 103)
  - Mediation Mates (Grade 3, pages 104 and 105)

  See *Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Training and Youth).

Module C: Consider the Impacts of Violence and Bullying and the Impacts of Safety and Belonging

- Plan regular opportunities for students to reflect on classroom rules/responsibilities/rights.
- Discuss school rules/responsibilities/rights.
- Complete an annual student survey.
- Update a "hot spots" map.

Suggestions for the Classroom: Middle Years

Module A: Define Bullying and Violence and Define Safety and Belonging

- Create scenarios for discussion.
  - Is it bullying when...?
    (Suggestion: Include instant messaging gossip and cyber bullying examples.)
  - What do friends do when...?
  - What can I do when...?
  - Who is a helper I can turn to...?
- Role-play or dramatize key examples of bullying and possible solutions.
- Dramatize the impact of bullying and the impact of belonging.
- Develop artwork that reflects the feelings surrounding bullying, violence, safety, and belonging.
- Use a variety of creative writing styles to give a "face" and a "voice" to bullies, bystanders, and victims.
- Differentiate between *tattling* and *telling*.
- Discuss how *bullying* is different from *assertive behaviour*.
- Imagining a school without bullying and violence.
- Create school-specific scenarios.
  - Students role-play an ineffective response to violence or bullying, and then replay the scene with an effective strategy.
- Create safety and belonging pictures (see Suggestions for the Classroom: Early Years).
- Select learning activities from the physical education/health education curriculum:
  - Meeting Box (Grade 5, page 80)
  - Give and Take (Grade 5, page 82)
  - No Means No (Grade 5, pages 84 and 85)
  - On the Spot (Grade 5, pages 110 and 111)
  - What Are Your Anger Triggers? (Grade 5, page 114)
  - Winner's Circle (Grade 5, pages 124 and 125)
  - Open and Close (Grade 7, page 96)
  - B4 Long UB Long (Grade 7, pages 110 and 111)
  - Stop Violence (Grade 7, pages 112 and 113)
  - Three Rings (Grade 7, pages 116 and 117)
  - Mock Mediation (Grade 7, page 120 and 121)

  See *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education and Youth).

Module B: Examine and Contribute to the School Plan

- Create a forum for and document student suggestions for increasing safety and belonging.
- Brainstorm ideas about what a violence- and bullying-free school and classroom would look like at Middle Years and Early Years.
- Provide opportunities for students to be involved in committee work, either formally as committee members or informally as sources of information.
- Create a school pledge.

Module C: Consider the Impacts of Violence and Bullying and the Impacts of Safety and Belonging

- Plan regular opportunities for students to reflect on classroom rules/responsibilities/rights.
- Discuss school rules/responsibilities/rights.
- Practise dispute resolution.
- Create and sustain programs for peer helpers and conflict managers.
- Develop understanding of where bullying begins.
- Complete an annual student survey.
- Update a "hot spots" map.

Suggestions for the Classroom: Senior Years

Module A: Define Bullying and Violence and Define Safety and Belonging

- Discuss scenarios in small groups.
  - — Is it bullying when...?
    (Suggestion: Include cyber bullying, intimidation, dating, and harassment examples.)
  - — What do friends do when...?
  - — What can I do when...?
  - — Who is someone I can turn to...?
- Role-play or dramatize key examples of bullying and possible solutions.
- Create student-initiated multimedia presentations.
- Script and film a documentary or "special news report" as a classroom-based presentation.
- Write articles for the school newsletter.
- Develop artwork that reflects the emotional impact of bullying.
- Use a variety of creative writing styles to give a "face" and a "voice" to bullies, bystanders, and victims.
- Differentiate between *ratting* and *informing*.
- Discuss how *bullying* is different from *assertive behaviour*.
- Discuss cyber bullying, negative instant messaging, dating violence, intimidation, and criminal harassment.
- Imagine a school without bullying and violence.
- Select learning activities from the physical education/health education curriculum:
  - — Dealing with Abuse (Senior 1, page 90)
  - — "I" Game (Senior 1, page 102)
  - — Treating Others Well (Senior 1, page 108)
  - — Identifying Anger (Senior 1, page 122)
  - — Practising Conflict Resolution (Senior 1, page 128)

  See *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth).

Module B: Examine and Contribute to the School Plan

- Create a forum for and document student suggestions for increasing safety and belonging.
- Brainstorm ideas about what a violence- and bullying-free school and classroom would look like at Senior Years, Middle Years, and Early Years.
- Provide opportunities for students to be involved in committee work, either formally as committee members or informally as sources of information.
- Create a school pledge.

Module C: Consider the Impacts of Violence and Bullying and the Impacts of Safety and Belonging

- Plan regular opportunities for students to reflect on classroom rules/responsibilities/rights.
- Discuss school rules/responsibilities/rights.
- Debate rights and responsibilities of children, youth, and adults.
- Teach conflict-management skills.
- Practise dispute resolution.
- Create and sustain a peer-assistance program.
- Complete an annual student survey.
- Update a "hot spots" map.

Safe at School: A Game for Stopping Bullying

Purpose

In this game, players compete against a make-believe character, the Bully. The purpose of the game is for all players to use teamwork and their knowledge of effective bully-prevention strategies to get at *least* one of their game pieces into the "Finish" box—before the Bully does! This game provides students with an enjoyable opportunity to review essential concepts in bully prevention and also requires teamwork.

Players

The game requires two or more players. It is suitable for Early and Middle Years students.

Materials

Players will need the following materials to play *Safe at School*:

- a Safe at School game board (provided at the end of this game description)
- a game piece for each player and one for the (make-believe) Bully (Use coins or other tokens as game pieces. Be sure that you can tell each player's game piece apart from those of the others.)
- a pair of dice, number cubes, or a numbered spinner
- two or more players and one Game Leader
- a copy of the Safe at School: Bullying Scenarios sheets for the Game Leader (provided on the following pages)

Preparation

The Safe at School game requires students to grasp basic bully-prevention skills. (The information that students should learn is addressed in previous sections of this document.) Prior to playing this game, students should know how to do the following:

- Define *bullying*.
- Recite the classroom or school-wide rules of conduct that address appropriate interpersonal behaviour (e.g., Treat each other with respect.).
- Seek out trusted adults in the school to report incidents of violence and bullying.
- Respond assertively rather than aggressively to bullying incidents.
- Take responsibility to stop (or at least to avoid encouraging) bullying behaviour when faced with bullying situations as bystanders.
- Intervene safely in bullying situations.

Safe at School: A Game for Stopping Bullying—Source: Wright, Jim. *Preventing Classroom Bullying: What Teachers Can Do.* 2004. 27 June 2005 <http://www.interventioncentral.org/download.shtml>. Copyright © 2003 Jim Wright. Adapted by permission of the author.

- Distinguish between *tattling* and *telling*.
- Take appropriate action when faced with a variety of possible bullying situations.

Game Rules

The rules for playing the Safe at School game are as follows:

1. Each player places his or her game piece in the Start box.
2. During the game, players take turns throwing the dice or using the spinner. On each turn, the Game Leader reads a bullying challenge question from the Safe at School: Bullying Scenarios sheets.
   - A player who answers the question correctly moves his or her game piece across the same number of spaces on the game board as the number that appears on the dice or spinner.
   - A player who does not answer the question correctly (even with encouragement and support from the Game Leader) does not move his or her game piece.

   The Game Leader (e.g., classroom teacher) has the final say about whether a student's response to a question is acceptable. If an answer is partially correct or shows promise, the Game Leader can encourage the student to elaborate his or her response or can provide helpful hints that lead the student to the correct answer. The ultimate point in the game, after all, is to motivate students to review and fully understand bully-prevention concepts. A comprehensive answer by a player would be
   - naming the objectionable behaviour
   - identifying the effects of bullying on the targeted student and the school
   - choosing a constructive response
3. After all players have taken a turn, it is the Game Leader's turn. This is called the "Bully's Turn." The Game Leader moves the Bully's game piece the same number of spaces as the number that appears on the dice or spinner.
4. Whenever a player (including the Bully) is lucky enough to finish a move on a circle with a Bonus Star, the player doubles his or her dice or spinner score and moves that additional number of spaces on the game board. For example, a player who gets a 5 and ends up on a Bonus Star doubles the amount and moves another 5 spaces. **Note:** A player can use only one Bonus Star per turn.
5. The object of the game is for *at least one player* to get to the Finish box before the Bully does. To accomplish this goal, any player who takes a turn and correctly answers a bullying challenge question may choose to forgo a move and instead donate his or her points to another player to help that player to catch up with or to pass the Bully. Players may need to work cooperatively.
6. If at least one player gets to the Finish box before the Bully, all players celebrate their victory.

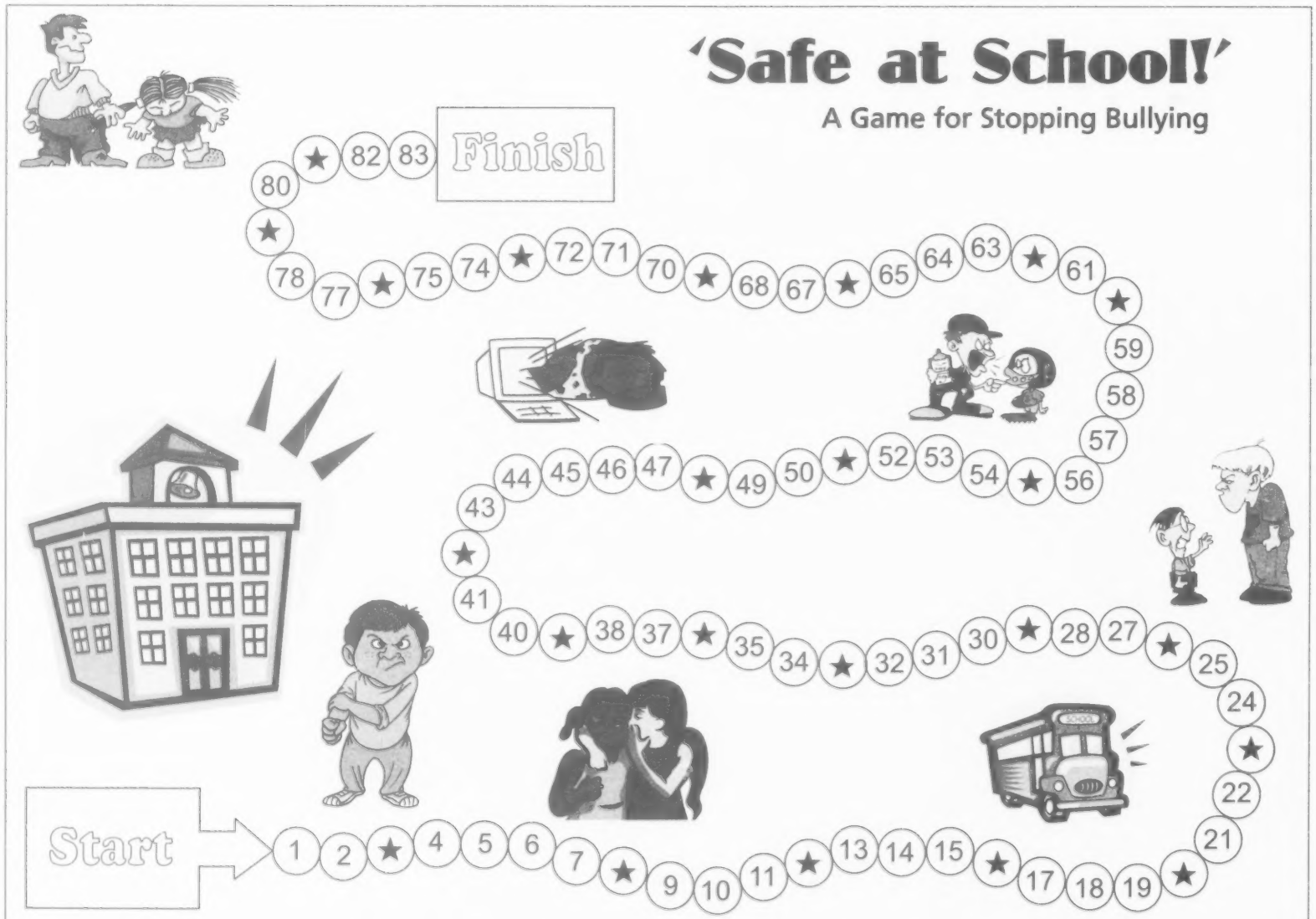
Safe at School: Bullying Scenarios		
#	**Bullying Challenge Questions**	**Acceptable Response(s)**
1	You walk up to two of your friends as they are talking and laughing in the school hallway. You realize as you approach that they are saying mean things about another student in your classroom. What should you do?	• *Tell your friends to stop saying unkind things about a classmate.* • *Refuse to participate in the conversation.*
2	A new kid in your class walks into the crowded cafeteria and looks around. He seems unsure about where to sit. You don't know him very well, but there is a seat open at the table where you and your friends are sitting. What should you do?	• *Invite the new student to join you.*
3	You are on the playground and see an older student push a smaller kid around. There are no teachers around. The older student is a lot bigger than you are. What should you do?	• *Get help. Tell an adult.* • *Band together with friends and confront the bully (assertively, not aggressively).*
4	Name two trusted adults to whom you could go if you needed to talk with someone about bullying.	• *[The student names any two adults in school who are logical people with whom to discuss bullying issues.]*
5	When a student leaves the classroom to get a drink, another student puts a tack on her seat. Several kids see this happen, including you. Some of the kids are laughing. The student will walk back into the classroom at any moment and might sit on the tack. What should you do?	• *Tell the student who put the tack on the seat to remove it.* • *Remove the tack yourself.* • *Warn the student returning to her seat about the tack.* • *Tell an adult.*
6	While walking into school one morning, you notice that some unidentified person has spray-painted graffiti on the wall near the entrance to the building. The graffiti insults a student whom you don't know very well. A small group of students are already gathering around the graffiti and commenting on it. What should you do?	• *Join the group and tell students that whoever wrote the graffiti isn't playing fair, because the person won't take responsibility for what he or she wrote.* • *Help to clean the wall.* • *Tell an adult.*
7	If you know a student who is being picked on a lot by other students, what would you suggest the targeted student should do?	• *[Accept any response that includes positive steps that the targeted student can take (e.g., talk to a trusted adult, use assertiveness skills).]*
8	On the playground, you see a group of boys you are friends with pushing around a student from another classroom. At first, it looks as though everybody is having fun, but then you notice that the student being pushed looks a little scared. What should you do?	• *Join the group and suggest another game.* • *Tell the group to stop picking on the student.* • *Tell an adult.*
9	What are our rules for how people in this class should treat each other?	• *[Accept any response that includes relevant classroom rules for appropriate interpersonal conduct (e.g., treat others with respect).]*

(continued)

Safe at School: Bullying Scenarios (continued)		
#	**Bullying Challenge Questions**	**Acceptable Response(s)**
10	During math class, you notice that students are passing a note down the classroom row in which you are sitting. Each student who looks at it laughs, and then passes it on. When the note gets to you, you see that it is a cartoon drawing of a girl in the class whom most kids don't like. She is drawn to look like a witch and her name is on the drawing. What should you do?	• *Throw away the note without comment.* • *If you know who wrote the note, approach the person, when you can, and tell her or him not to send hurtful notes.* • *Give the note to the teacher.* • *Make an effort to be friends with the student being picked on. She can use your support!*
11	In your class, you sit next to Jerry, who bothers people by humming to himself a lot, tapping on the desk with his pencil, and squirming in his seat. Almost everybody in the room finds Jerry annoying. Today, the teacher gives the class a bunch of directions and Jerry is not paying attention—as usual! Now, as the rest of the class gets to work, Jerry looks lost and confused: He is starting to get upset, and other kids are beginning to tease him. What should you do?	• *Quietly approach Jerry and repeat the directions to help him get started.* • *Approach an adult and let him or her know that Jerry needs help.* • *Tell kids to stop picking on Jerry.*
12	You learn that some friends of yours plan to trick another student into inviting them all to a party at her house—and then not show up. They think that this will be a really funny idea. They expect you to play along with this trick. What should you do?	• *Confront your friends and tell them not to play this trick. Ask them how they would feel if someone played a trick like this on them.* • *Refuse to play along.* • *Let the targeted student know that she is being duped.*
13	You are standing on the sidewalk in front of the school when you see a student walk by who is from the classroom next to yours. You yell out a joke about the student's clothes. Even though you were just kidding, you can see that you really hurt that student's feelings a lot. Now you feel pretty bad. What should you do?	• *Approach the student and offer an apology. And be sincere.* • *In future, don't make joking comments that could hurt others' feelings.*
14	You know that some kids in your school hang out in the hallway next to the gym during lunchtime and sometimes hassle students who walk by. These kids don't mess with you, but they do like to pick on another student in your class who is shy and keeps to herself. Both you and the shy student need to walk past the gym to get to the cafeteria. How can you help this shy student?	• *Walk with the student to the cafeteria. Confront the bullies if they pick on her.* • *Tell an adult that bullies are hassling students down by the gym.*
15	How would you define *bullying*?	• *[Accept any response that includes one or more of the following:* — *taking advantage of power difference between the person who bullies and the one who is targeted* — *exhibiting chronic nature of bullying* — *inflicting physical harm, verbal harassment, emotional abuse, or social embarrassment or humiliation]*

(continued)

Safe at School: Bullying Scenarios (continued)		
#	**Bullying Challenge Questions**	**Acceptable Response(s)**
16	When you walk to school, older students who walk the same route to a nearby high school will sometimes tease you and even slap you around. You are sick of it. What should you do?	• *Tell an adult at school (e.g., school counsellor).* • *Tell your parent(s)/guardian(s).* • *Take a different route to school until the problem is taken care of.*
17	A tough kid from another classroom walks up to you on the playground and says that if you don't give him your lunch money, he will "flatten you." He has never hassled you before. If you give up that money, though, you won't be able to each lunch! What should you do?	• *Use assertiveness skills (e.g., tell the bully "No" firmly).* • *Tell an adult.* • *See whether your teacher will let you leave your lunch money in a safe place in the classroom every day until you need it.*
18	One day, you walk into the classroom late because you had a doctor's appointment. Students are grouped at tables doing an activity. You see an open chair next to a friend, so you begin to walk toward it. When your "friend" sees you coming, though, she puts her books on the chair to block you from sitting there. The other kids at the table giggle. What should you do?	• *Approach the table. Politely ask your friend to move the books so that you can sit at the table. If your friend refuses, calmly sit at another table.*
19	You have a few close friends in your classroom with whom you spend a lot of time. There is another group of students in the room, though, who are always saying negative things about you and your friends behind your back. You are starting to get really annoyed at them. What should you do?	• *Keep calm and don't try to retaliate by saying unkind things about the other group.* • *If the comments really bother you, tell an adult.*
20	What is the difference between *tattling* and *telling*?	• Tattling *is telling an adult what another student did simply to get him or her into trouble.* Telling *is telling an adult what another student did because that student's actions were unsafe or hurtful to another person.*



Safe at School: A Game for Stopping Bullying—Source: Wright, Jim. *Preventing Classroom Bullying: What Teachers Can Do.* 2004. 27 June 2005 <http://www.interventioncentral.org/download.shtml>. Copyright © 2003 Jim Wright. Adapted by permission of the author.

Sample Student Survey

Please do not put your name on this student survey.

We want to make our school a safe and caring place for all of us. To do that, we are starting a whole-school approach to safety and belonging. This survey will help us find out about violence and bullying at our school.

With each question there are several answers. Please check mark (✓) the answers that tell about what has happened to you. At the end of the survey there is a place for you to explain any experiences you wish to share.

Are you a male or a female? ❒ Male ❒ Female

What grade are you in? ❒ Grade 4 ❒ Grade 5 ❒ Grade 6 ❒ Grade 7 ❒ Grade 8
❒ Senior 1 ❒ Senior 2 ❒ Senior 3 ❒ Senior 4

1. How often have you been bullied at school this year?

❒ I haven't been bullied.
❒ One or two times ❒ Several times ❒ All the time

2. In what ways have you been bullied at school this year?

❒ I haven't been bullied.
❒ Called names, teased ❒ Kicked, punched, hit ❒ Ignored, left out
❒ Threatened, intimidated ❒ Internet/instant messaging ❒ Other _____

3. In which grades are the students who bullied you?

❒ I haven't been bullied.
❒ My class ❒ Same grade, different class ❒ Higher grade ❒ Lower grade

4. How often do school staff try to stop violent or bullying situations in which you are involved?

❒ I haven't been involved in bullying situations.
❒ Never ❒ Once in a while ❒ Almost always

5. How often do other students try to help when you are being bullied?

❒ I haven't been bullied.
❒ Never ❒ Once in a while ❒ Almost always

(continued)

Sample Student Survey (continued)

6. Have you ever talked to anyone in your family about being bullied at school?

❒ I haven't been bullied.

❒ No ❒ Yes, once ❒ Yes, often

7. What do you usually do when you are being bullied at school?

❒ I haven't been bullied.

❒ Nothing ❒ Ignore the person ❒ Tell the person to stop

❒ Tell a teacher ❒ Tell a friend ❒ Tell parent(s)/guardian(s)

❒ Tell the school counsellor ❒ Tell an educational assistant

❒ Tell the school principal or vice-principal ❒ Other _____

8. In what areas of the school have you been bullied most often?

Check more than one area if you need to.

❒ I haven't been bullied.

❒ Playground/playing field ❒ Classroom ❒ Hallways ❒ Lockers

❒ Gym/change room ❒ Washroom ❒ Stairwell ❒ Library

❒ Bus loading/unloading area ❒ Parking lot ❒ Other _____

9. How often have you taken part in bullying other students at school?

❒ I haven't bullied others.

❒ Once or twice ❒ Now and then ❒ Often

10. Has your teacher or counsellor talked with you because someone said you were bullying others?

❒ I haven't bullied others.

❒ No ❒ Yes, once ❒ Yes, several times

My experiences with bullying and violent behaviours

Tell about your experiences with bullying and violent behaviours by writing and/or drawing.

A time it happened to me...

A time I saw it happen...

Sample Letter to Parents/Guardians

Date _____

Dear Parents/Guardians,

The students and staff at _____ School have adopted a whole-school approach to safety and belonging. This program, supported by Manitoba Education, Citizenship and Youth, involves our whole school community and includes classroom lessons on preventing violence and bullying, as well as creating a school pledge and taking responsibility for a safe and caring environment.

Students, staff, and parents/guardians are working together to plan activities and events related to a positive school climate. As part of this program, we will be holding an (open house/assembly/dramatic production/multimedia presentation) on (date) at (time).

It is our pleasure to invite you to this event that showcases our students, our learning community, and the whole-school approach to safety and belonging. On display will be a wide variety of the creative work of students from all grades. This day promises to be informative and entertaining.

Please join us in sharing the creativity and caring of students and staff at

_____ School.

Sincerely,

_____

Sample Activities for Parent Advisory Council Meeting

The Bullying Quiz

Questions	True	False
1. Most bullying is just "kids being kids." Children don't do these sorts of things intentionally.		
2. The majority of bullying involves acts of physical aggression.		
3. Adults are generally unaware of the extent of bullying among children.		
4. Children who bully others often believe that the other children antagonized them and therefore caused the problem.		
5. Children who are bullied are usually more sensitive than their peers.		
6. Boys and girls are involved in bullying at about the same rate.		
7. Kids are powerless to stop bullying among peers.		
8. Adults can play only a limited role in preventing bullying. It is up to the children to change.		

Sample Activities for Parent Advisory Council Meeting: Copyright © Province of British Columbia. All rights reserved. Printed with permission of the Province of British Columbia. www.ipp.gov.bc.ca

A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying

Steps in the development of a school-wide violence and bullying prevention plan:

Step 1: Establish a planning team.

Step 2: Involve parents.

Step 3: Involve students.

Step 4: Create a school pledge.

Step 5: Build a supervision plan.

Step 6: Develop a response plan.

Step 7: Implement and monitor the school plan.

Address violence and bullying prevention through classroom activities:

- Module A: Define
  - — Violence and Bullying
  - — Safety and Belonging
- Module B: Examine and Contribute to
  - — the School Plan
- Module C: Consider the Impacts of
  - — Violence and Bullying
  - — Safety and Belonging

Imagine a Violence- and Bullying-Free School

What are the qualities of a violence- and bullying-free school?

Consider the role of

- Parents:

- School staff:

- Students:

What Parents Can Do to Support Their Children

Children learn how to get along by watching adults.

- Model appropriate ways of getting along with others, showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
- Monitor your child's television watching. Discourage viewing of television programs that model anti-social and aggressive behaviour.
- Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use the situation as an opportunity to model appropriate responses for your child and talk about it.

Children learn by doing.

- Help your child develop interpersonal skills by providing opportunities to practise them.
- Help your child think of and practise quick and appropriate verbal comebacks to use when peers are teasing or being verbally abusive.
- Teach your child how to stick up for herself or himself through assertive, not aggressive, behaviour.
- Encourage and expand your child's interests and abilities.
- Involve your child in group activities that will enhance her or his interpersonal skills. Invite your child's friends to your home and have lots for them to do. Boredom can contribute to bullying.
- Discuss with your child examples of violence and bullying that he or she notices on television, in video games, or in the neighbourhood. Help your child understand the consequences of violence and bullying.
- Teach your child problem-solving skills. Acknowledge your child when he or she follows through.
- Help your child understand the value of accepting and celebrating individual differences.

Children need adults.

- Ask your child about his or her relationships with friends and peers.
- Encourage your child to tell you or another trusted adult if she or he is bullied or sees another child being bullied.
- Keep lines of communication open with your child. Encourage your child to let you know at all times where he or she will be, and with whom. Get to know your child's friends.
- Intervene in bullying or violent incidents. Make it clear to all those involved that bullying and violence will not be tolerated. Ensure that those being victimized are safe.
- Inform school staff if your child tells you about violence or bullying happening at school.
- Learn more about the topic of bullying and share your knowledge with your child. A wealth of information on bullying is available for parents and children. Check your local library or research information online.
- Talk with other parents about the issue of bullying.
- Get involved in violence- and bullying-prevention efforts at your child's school.
- Foster your child's self-esteem. A strong sense of self-worth can be a good defence against being pressured or bullied by peers.
- Be alert to signs that your child is being bullied or may be bullying others, such as torn clothing, mysterious bruises, falling behind in school work, returning home to use the washroom, changes in behaviour (e.g., angry outbursts, fighting, behaviour problems at school and in the neighbourhood, lack of friends). Get help for your child. Talk with a school counsellor or teacher.
- Talk with your child about the school's code of conduct and the school plan for a whole-school approach to safety and belonging. Talk to your child about what she or he is learning in school about violence and bullying.

Selected Resources for Parents

Books

Scott, Sharon. *How to Say No and Keep Your Friends*. Amherst, MA: Human Resources Development Press, 1986.

This book aims to help teens and preteens make good decisions when confronted by negative peer pressure. It offers concrete strategies to help young people deal with difficult decisions.

Stones, Rosemary. *Don't Pick on Me: How to Handle Bullying*. Markham, ON: Pembroke Publishers, 1993.

This book takes a thorough look at the issue of bullying. It is designed to provide young people with information and strategies for coping with and preventing bullying. The book offers specific games and strategies that can be used to boost the self-esteem of those being bullied.

Valitchka, James. *Superheroes Don't Have Dads*. Toronto, ON: Educate with Vision, 2003.

Written by an eight-year-old boy to help other children understand the impact of bullying and being bullied, this book offers insight into the motivations of behaviour in terms understandable to children between five and ten years of age.

Zarzour, Kim. *Battling the School-Yard Bully*. Toronto, ON: HarperPerennial, 1994.

Taking a practical look at the bullying phenomenon from a Canadian perspective, this book provides a thorough examination of the issue and offers advice for those who are bullied and for their parents.

Websites

Bullying.ca: <http://www.bullying.ca/english/index.htm>

Colorado Anti-Bullying Project: <http://www.no-bully.com/parents.html>

Safe Schools Manitoba: <http://www.safeschoolsmanitoba.ca/>

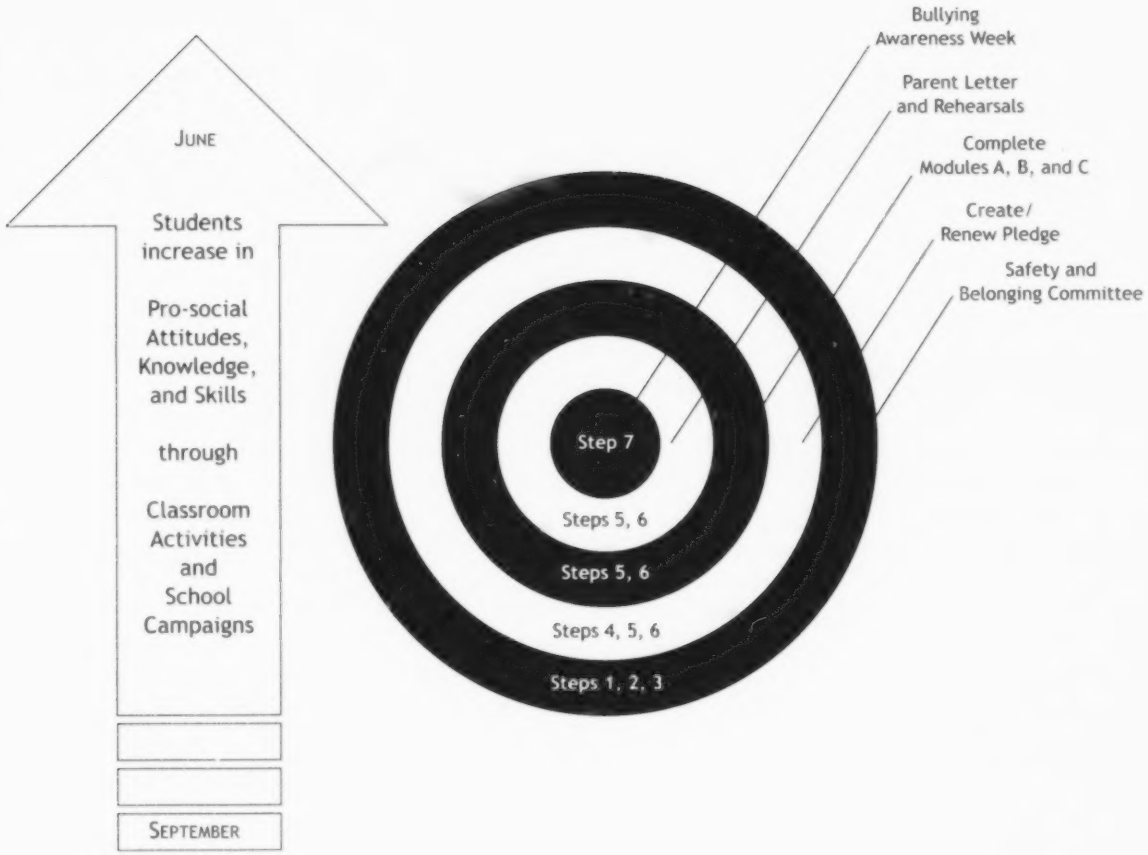
Sample Timeline of Activities for Implementing the School Plan

Sample A: Activity Timeline for Full School Year

September	• Familiarize staff with *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying*. • Hold informal discussions with key staff. Identify leaders. • **Step 1:** Establish a planning team.
October	• Begin to liaise with other schools. • Draft ideas for the school plan for safety and belonging—for discussion and feedback.
November	• **Step 2:** Involve parents. • **Step 3:** Involve students. • Survey students regarding safety and belonging and violence and bullying. • Begin classroom activities: — Module A: Define Safety and Belonging and Violence and Bullying
December	• **Step 4:** Create a school pledge. • Lead classroom activities: — Obtain student input into "hot spots" for negative behaviours, the school pledge, and activities for building pro-social skills. • **Step 5:** Build a supervision plan. • Continue with classroom activities: — Module B: Examine and Contribute to the School Plan
January	• Proceed with planning and programs to support supervision. • **Step 6:** Develop a response plan. • Provide staff training: first and second responders. • **Step 7:** Implement and monitor the school plan. • Continue with classroom activities: — Module C: Consider the Impacts of Violence and Bullying and the Impacts of Safety and Belonging • Distribute Letter to Parents/Guardians, inviting them to the school assembly or an open house activity on safety and belonging.
February	• Create system for tracking violent or bullying incidents. • Keep parents informed through newsletters, letters, and/or meetings. • Begin student preparation/rehearsals for the school assembly.
March	• Hold the school assembly to launch the school plan.
April	• Monitor the school plan: — Check Incident Reports. — Maintain informal assessment of school climate.
May	• Begin planning for activities for School Safety Week (October), Bullying Awareness Week (November), or World Peace Week (November).
June	• Include awards related to safety and belonging at the end-of-year ceremonies.

Note: Learning outcomes related to violence and bullying prevention, including safety and belonging, pro-social skills, dispute resolution, problem solving, and cooperative skills are found in many curricula, including physical education/health education, social studies, and English language arts, as well as in the comprehensive guidance and counselling program.

Sample B: Activity Timeline for Bullying Awareness Week



Note: Learning outcomes related to violence and bullying prevention, including safety and belonging, pro-social skills, dispute resolution, problem solving, and cooperative skills are found in many curricula, including physical education/ health education, social studies, and English language arts, as well as in the comprehensive guidance and counselling program.

Canadian Criminal Code—Criminal Harassment

Criminal harassment

264. (1) No person shall, without lawful authority and knowing that another person is harassed or recklessly as to whether the other person is harassed, engage in conduct referred to in subsection (2) that causes that other person reasonably, in all the circumstances, to fear for their safety or the safety of anyone known to them.

Prohibited conduct

(2) The conduct mentioned in subsection (1) consists of

(*a*) repeatedly following from place to place the other person or anyone known to them;

(*b*) repeatedly communicating with, either directly or indirectly, the other person or anyone known to them;

(*c*) besetting or watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or

(*d*) engaging in threatening conduct directed at the other person or any member of their family.

Canadian Criminal Code (R.S. 1985, c. C-46)—Criminal Harassment (Section 264): Excerpt reproduced from Department of Justice Canada: <http://laws.justice.gc.ca/en/C-46/42280.html#section-264>.

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Suggestions for Locating Resources Online

Bullying.ca: <http://www.bullying.ca/english/index.htm>

This website is constantly evolving. It contains a forum for young people and their parents and teachers to share information and resources and to learn about bullying in Canada and around the world.

Chatdanger: <http://www.chatdanger.com/chat/> and <http://www.chatdanger.com/mobiles/bullying.aspx>

Childnet International: <http://www.childnet-int.org/>

Colorado Anti-Bullying Project: <http://www.no-bully.com/parents.html>

Manitoba Education, Citizenship and Youth. Instruction, Curriculum and Assessment Branch: <http://www.edu.gov.mb.ca/ks4/curriculum/documents.html>.

Manitoba's curriculum framework and implementation documents may be viewed online at: Curriculum Navigator. An electronic search engine for curricular outcomes is available at the same website.

---. Instructional Resources Unit (IRU) Library:
<http://www.edu.gov.mb.ca/ks4/libraries.html>

The IRU library provides Kindergarten to Senior 4 educators in Manitoba with curriculum implementation support, educational research, and professional development materials.

---. Virtual Education Information Service:
<http://www.edu.gov.mb.ca/ks4/iru/services/virtinfo.html>

The IRU library provides Manitoba educators with access to a number of online electronic resources and research databases (e.g., CBCA Fulltext Education; Canadian Education Directory; ERIC, Canadian Books in Print; Mental Measurements Yearbook; A/V Online and Gale Infotrac Fulltext Journals). Access is legally limited to Manitoba Kindergarten to Senior 4 teachers and administrators.

---. Manitoba Text Book Bureau (MTBB) Catalogue:
<http://www.mtbb.mb.ca/>

MTBB is a Special Operating Agency (SOA) that provides Manitoba schools with educational learning resources and related products to support teaching and learning and ensures the availability of all Department-recommended learning resources.

---. School Support Unit:
<http://www.edu.gov.mb.ca/ks4/specedu/documents.html>

Educational resources and support documents may be viewed online.

Safe Schools Manitoba: <http://www.safeschoolsmanitoba.ca/>

School Division Instructional Resources Libraries:

Many school divisions in Manitoba provide educators with classroom resources, educational research, and professional development materials. Check with your local school division.

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